

2020 Annual Report to The School Community



School Name: Clayton North Primary School (0734)



- 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 12 April 2021 at 12:43 PM by Susan McSweeney (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 22 April 2021 at 06:08 PM by Thierry Jarde (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

Clayton North Primary School Vision: A partnership that nurtures innovation, creativity and inspiration.

Clayton North Primary School Mission: To provide a dynamic learning environment that engages students and community to achieve their full potential through critical thinking, communication, citizenship, collaboration, creativity and character to become future, courageous leaders of a sustainable and global society.

Clayton North Primary School Values: Respect, Responsibility and Resilience.

Clayton North Primary School is located on Dandenong Road in the City of Monash and has a rich history of educational excellence serving the community for over 150 years. The school has 20.8 equivalent full time staff, 2 Principal Class, 2 Leading Teachers, 2 Learning Specialists and 6.9 Education Support Staff. The School Family Occupation (SFO) density has remained relatively consistent, indicating little change in the socioeconomic status (SES) for the school community compared to other schools in the state. More than 69% of students in school have a Language Background Other Than English (LBOTE) in a school population of 270 students. In 2020, we had 2 classes in Foundation, four classes at 1/2 and 3/4 and three classes at 5/6 with a total of thirteen classes.

Clayton North 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 attitude to learning. Students with a disability are carefully planned for and supported to reach their full potential. The English as an Additional Language (EAL) program supports students with language and induction needs, including new arrivals to Australia. The school works closely with a range of community partners to cater for our families and students in new and innovative ways. Our school is well resourced and there is ICT available 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 students enjoy a vibrant, safe and stimulating learning environment that gives every student the opportunity to develop to their full potential. Clayton North 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 (Japanese), 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 comprehensive documentation and common understanding of the whole-school curriculum by teachers and parents. Student data is analysed regularly by teachers in their curriculum planning. This includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Framework for Improving Student Outcomes (FISO)

2020 was a School Review year for Clayton North Primary School with all areas of the Framework for Improving Student Outcomes Continuum being evaluated and a new four year Strategic Plan developed.

The school was marked as evolving in the areas of Excellence in Teaching and Learning, Professional Leadership and Positive Climate for Learning and embedding in the key areas of Community Engagement in Learning.

Proposed goals and targets for improvement were in the following areas - Curriculum Planning and Assessment, Building Practice Excellence and Empowering Students and Building School Pride.

Curriculum planning and assessment, Health and well-being and Building communities remained the key Improvement Strategies for Clayton North Primary School during 2020, however, some of the associated AIP actions were modified to suit remote and flexible learning. An emphasis was placed on providing Professional Learning Teams and year levels with sufficient time to meet, with a focus on instructional practice and engaging the students in online and remote learning as well as developing a consistent approach to teaching remotely.

Professional Learning and staff collaboration continued online and the planned professional learning program was modified to suit remote learning. The Professional Learning Communities focus approach to school improvement, where groups of teachers work collaboratively at the school level to improve student outcomes, was undertaken by all the Team Leaders and the Assistant Principal. Developing data literacy of teachers and education support staff continued to be a focus to inform understanding of student needs and progress, and to identify students requiring additional support.

Future focus for the school is to:

- Further enhance student voice.
- Further increase student responsibility for their own learning (enhanced goal setting, tracking and monitoring of learning) and increasing student understanding of highly effective learning behaviours.
- Build the whole school approach and consistent classroom instructional practices in relation to a research-based student centered methodology.
- Curriculum planning and assessment-Learning- catch-up and extension priority by implementing the tutoring program.

Achievement

The events of 2020 have had significant impact on all our students, staff and school communities. Our aim continued to be a student progression 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.

During remote learning, staff were able to utilize online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Some of our students have thrived in the remote and flexible learning environment, others have maintained their learning progress and some have fallen behind. We supported the students who need to catch up and those who have thrived and continued to extend their learning.

It is difficult to compare data with previous years due to COVID19 and the impact 'learning from home' has had. The students were at school for limited periods which impacted on the ability to obtain data that could be effectively evaluated. Outcomes of teacher assessed data, PAT and Essential Assessments, indicates the need to further increase levels of high growth and reduce levels of low growth in literacy and numeracy. There has been a concentration on professional development and maintaining consistency in classroom and instructional practice through the Professional Learning Communities training. Students who have been identified as falling behind have been supported by individual and small group focus work. A 0.5 EAL teacher focused on catch up teaching in the Junior School in Term 4 and the specialist staff spent time in the classes to support 'catch up' and 'extension' work. One of the biggest adjustments when measuring student achievement, was the absence of NAPLAN data which traditionally provides a standardised measure of student achievement and growth. This meant that the targets in our AIP were unable to be comparatively measured using this tool.

Teacher judgement against the Victorian Curriculum provided the most insight into student learning and their growth over twelve months.

English - 81% of our student in Prep - 6 achieved at or above age expected standards.

Mathematics - 78.9% of our students in Prep - 6 at or above age expected standards.

Due to NAPLAN not being conducted in 2020, NAPLAN learning gain was unable to be determined.

Engagement

Formal feedback from parents support the fact Clayton North Primary is a great school, where school staff view the success of all students as their shared responsibility. The annual Parent Opinion survey displayed:

- 86% of parents were satisfied with the school overall
- 83% of parents experiences pride and confidence in the school.

To maximize student engagement during remote learning, the school ensured that every student had a device and connection to the internet. This meant that some of the school's devices was lent to families. Students were connected to school using a video conferencing tool WebEx, touching base at least once per day with their classroom teacher.

Take home support packs were developed to support students in Prep - 2 and EAL students whilst learning from home. Specialist teachers and Learning Support Staff also worked with students using video conferencing and uploading tasks. Expectations for student, parents and staff were communicated clearly and the Well-being staff, Assistant Principal or Principal would follow up and monitor student, parent and staff wellbeing and behaviour.

Our AIP focus of developing our School Wide Positive Behaviour program was to some extent put aside due to the competing priorities and lack of training availability. It will be revised and renewed as part of the 2021 AIP. With the increased use of digital learning technology over the remote learning period, a greater focus on e Safety and safe camera and internet use was implemented.

Students who benefited most from the flexible and online learning environment were:

- Self-motivated learners
- Confident learners
- Those whose parents could be involved (opportunity for 1:1 interactions)
- Those with strong independent learning skills excelled at working at their own pace
- Those with strong skills using technology available
- Some students benefited from the opportunity to self-regulate and direct their own learning
- Some quieter students were also more forthcoming over WebEx or within Google Classroom
- The removal of peer distraction also benefited many students in terms of learning outcomes

Results of increased interactions families and carers:

- Parents have a better understanding of what their children learn at school (their academic abilities, their areas for improvement and their attitude to learning) and what they are capable of
- Positive relationships and trust between teachers and parents developed
- We were open to feedback from parents and provided a survey to capture their thoughts of the program and where we could be flexible and amend the practice
- Some students had too much help from parents
- Teachers got to know families better, spoke more regularly with parents and got a glimpse of student family life.

Student's average number of absence days was 13.2 during 2020 with 15 days as Clayton North's 4-year average.

This is below similar schools and the state. A great achievement.

To support student engagement during the transition back to onsite learning, our school developed and delivered learning experiences that highlighted connectedness.

Wellbeing

During Remote Learning, a focus was on structuring each day as similarly to a school day as possible. This ensured consistency between year levels and made learning more predictable for students and families at home. It was essential that learning be accessible to each learner and their family, and as such a range of platforms were strategically implemented across the school; including Seesaw, WebEx, email and Google Classroom. On-line remote learning was also supported with "take-home" packs.

Students who were absent from online meetings and did not submit work on Google Classroom or Seesaw were monitored by their classroom teacher and level leader. Where appropriate they assessed for suitability to attend school as a vulnerable student with onsite supervision and supported through telephone contact.

The Well-being team ensured they were present during daily WebEx check-ins and created Well-Being support activities for the every student at school. These tasks were monitored closely and some small group work and individual sessions were undertaken to further support some of our most vulnerable students. During Term 4, the Well-being team closely monitored the students as they returned to face-to-face teaching and supported the students through individual and group activities.

Our school generated Student Well-being Survey was written to target the remote learning environment and students feelings reengaging back to school. This enabled targeted group intervention and content of lessons for individual and groups of students to support the return to face to face teaching. The Student Check in toolkit was utilized by classroom teachers to highlight students deemed 'at risk' of social or academic challenges. A focus was on making sure we look after our students' mental health and enable every student to get active and creative. During 2021 we will be reinforcing the connections with the families, carers and communities of Clayton North to support all our students.

Financial performance and position

Clayton North Primary School maintained a sound financial position in 2020. The school's expenditure was closely aligned to the school's goal and priorities.

Budgets and financial reports were monitored by School Council and the Business Manager, reviewing and adjusting on a regular basis. Revenue received through the SRP term grants was supplemented by 95% of families paying an essential items charge.

The school began with ten international fee paying students and finished the year with three international fee paying students. This money was used to enrich the student programs and went towards the upkeep of the school buildings and surrounds.

During 2020 student enrolments decreased although we were still able to budget appropriately for our thirteen student classes.

The school staffing budget continued to be in credit which will be rolled over into 2021 budget. This smaller buffer is required to be held, as staff are on leave and our enrolment has been directly affected by COVID 19.

For more detailed information regarding our school please visit our website at
<https://www.claytonnorthps.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 274 students were enrolled at this school in 2020: 130 female and 144 male.

69 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) which takes into account parents' occupations and education.

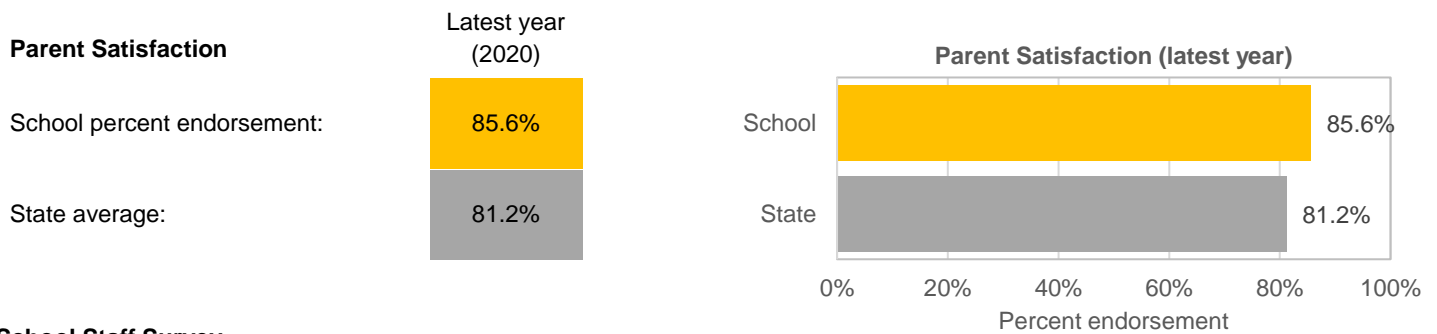
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

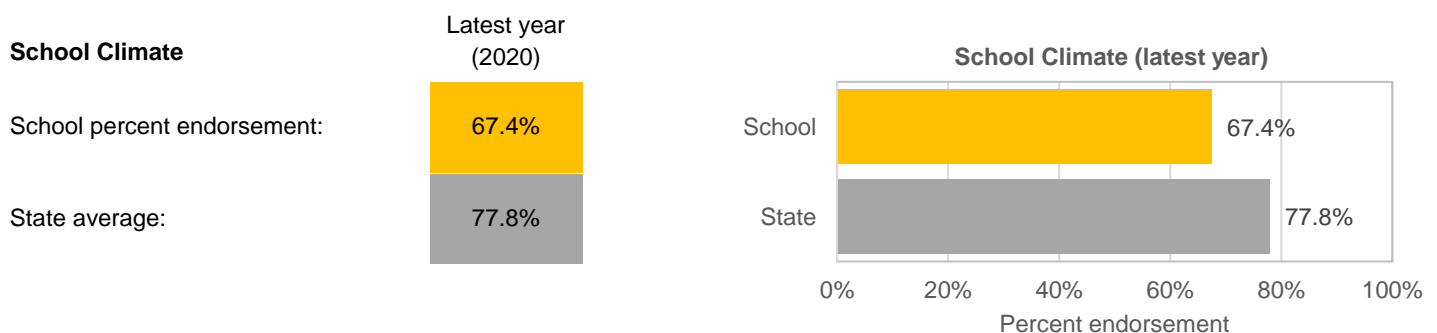


School Staff Survey

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.



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:

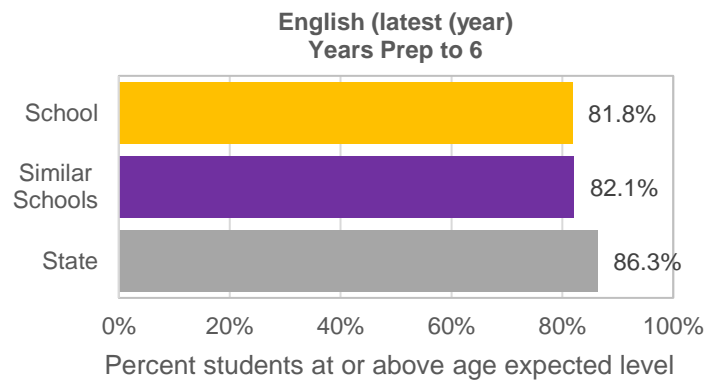
81.8%

Similar Schools average:

82.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

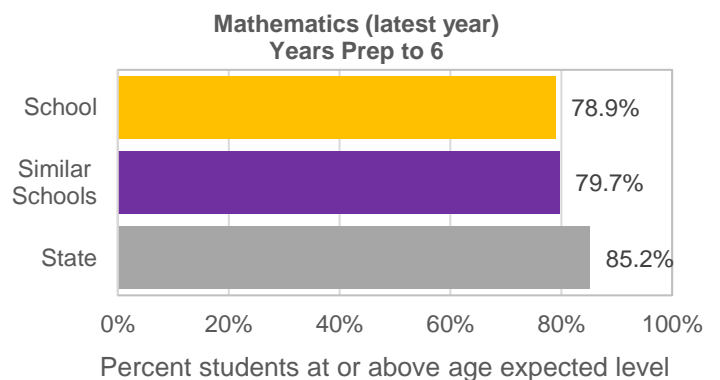
78.9%

Similar Schools average:

79.7%

State average:

85.2%



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

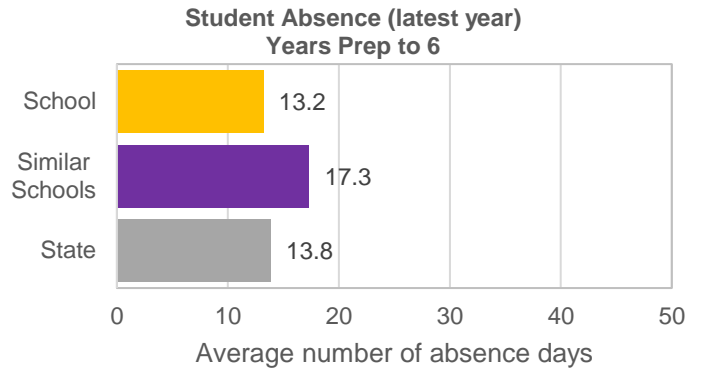
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.2	15.0
Similar Schools average:	17.3	17.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	93%	91%	93%	95%	94%	91%

WELLBEING

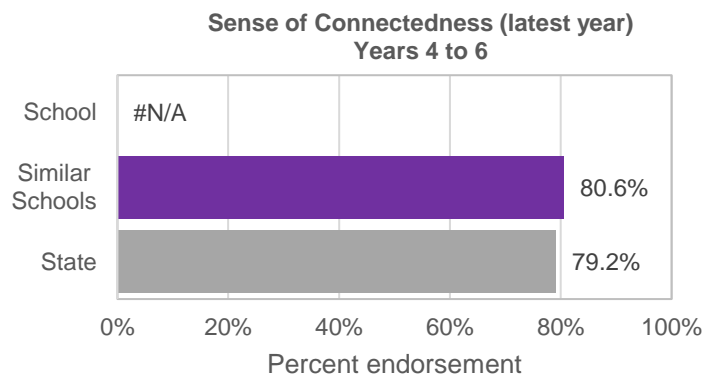
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	80.9%
Similar Schools average:	80.6%	84.3%
State average:	79.2%	81.0%



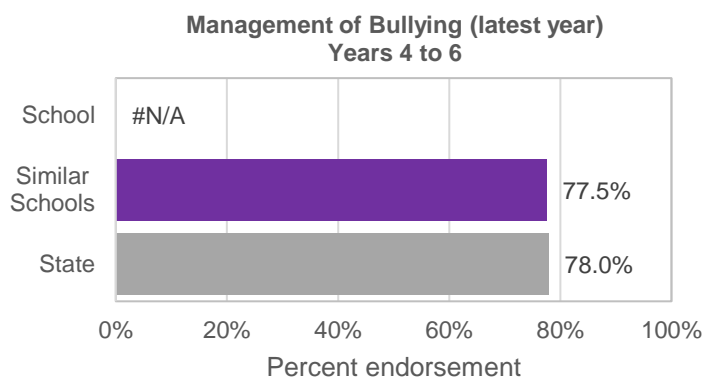
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	77.6%
Similar Schools average:	77.5%	82.3%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,640,917
Government Provided DET Grants	\$321,133
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$8,226
Locally Raised Funds	\$91,422
Capital Grants	NDA
Total Operating Revenue	\$3,061,699

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,296
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$21,296

Expenditure	Actual
Student Resource Package ²	\$2,632,172
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$23,164
Communication Costs	\$3,396
Consumables	\$50,240
Miscellaneous Expense ³	\$8,479
Professional Development	\$1,731
Equipment/Maintenance/Hire	\$39,723
Property Services	\$118,602
Salaries & Allowances ⁴	\$77,247
Support Services	\$9,965
Trading & Fundraising	\$1,706
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$27,469
Total Operating Expenditure	\$2,993,893
Net Operating Surplus/-Deficit	\$67,805
Asset Acquisitions	NDA

- (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	\$101,287
Official Account	\$216,990
Other Accounts	NDA
Total Funds Available	\$318,277

Financial Commitments	Actual
Operating Reserve	\$42,389
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$14,443
School Based Programs	\$71,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$49,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$120,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$316,741

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.