

# 2018 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](http://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 2018 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 07 March 2019 at 10:11 AM by Brian Mills  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 23 April 2019 at 11:42 PM by Sean Moroney  
(School Council President)

## 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: Creativity, Acceptance, Respect, Responsibility

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 31.07 equivalent full time staff: 2 Principal Class, 2 Leading Teachers, 2 Learning Specialists, 17.79 Teachers and 7.28 Education Support Staff. The School Family Occupation (SFO) density has remained relatively consistent, indicating little change in the socio economic status (SES) for the school community compared to other schools in the state, however the high education qualifications and aspirations of our parent body have seen significant changes to equity funding. More than 80% of students in school have a Language Background Other Than English (LBOTE) in a school population of 320 students. It is anticipated that our enrollment will continue to grow in 2018 and may surpass 350 students. The school values diversity and celebrates the broad spectrum of cultures and families in the school. Students with a disability are carefully planned for and supported to reach their full potential. The English as an Additional Language (EAL) program supports 66% of students with language and induction needs, including new arrivals to Australia. The school works closely with a range of community partners, including several departments of Monash University, to cater for our families and students in new and innovative ways. Our involvement with a range of tertiary institutions as a pre –service teacher education provider and Gerakan Sekolah Menyenangkan (GSM – Engaging and Joyful Learning Project with Indonesia) provide opportunities for our staff to share and develop expertise both locally and internationally. Our students are instructed under the principles of a personalised learning approach, with individual learning needs identified and supported, with teachers accessing the expertise of a 2 Leading Teachers, 2 Learning Specialists, a Numeracy coach and 2 challenging learning coaches to provide extension and intervention support where needed. The students enjoy a vibrant, safe and stimulating learning environment that gives every student the opportunity to develop their full potential.

### Framework for Improving Student Outcomes (FISO)

#### Initiative 1: Building practice excellence

Clayton North primary school has succeeded in being able to develop and embed high quality consistent, agreed approaches to curriculum, implement an agreed high quality instructional model and to offer high interest programs. Student achievement is improving with Victorian Curriculum and NAPLAN targets being worked towards, The School wishes to further improve student achievement by continuing to build practice excellence. The school is focusing on improving the number of students achieving high relative growth in Mathematics and Reading. Strategies being used to further these goals and initiatives include

- Continuing to build teacher expertise and confidence in the school's developmental (investigations) and inquiry approaches.
- Further developing the whole school approach and classroom instructional practices in relation to a research-based student centred methodology for a differentiated approach to learning, specifically for literacy numeracy and inquiry learning.
- Developing appropriate levels of challenge in instructional practice including the use of 21st century skills, the "6'c's", the Learning Pit (James Nottingham), SOLO taxonomy ( Pam Hook) and development of instruction around the zone of proximal development
- Sharing examples of the most effective teaching across triads (and, wherever possible, across schools) by: supporting teachers to collaborate, model and share effective practice (particularly in the field of challenging learning), including across other schools in the FISO network

- Maintaining a continued focus on raising student achievement in Mathematics, Reading, Writing and Spelling
- Initiative 2: Empowering students and building school pride
- Clayton North primary school is succeeding in its goals to further empower students, develop and embed consistent, agreed approaches to curriculum, implement an agreed instructional model and offer high interest programs The school wishes to further expand upon aspects of student voice within their own learning using the following strategies
- Further enhancing student voice
  - Further increasing student responsibility for their own learning (enhanced goal setting, tracking and monitoring of learning) and increasing student understanding of highly effective learning behaviours.
  - Strengthen parent engagement in the school through improved communication with the school community and improve community awareness and understanding of whole school approaches to learning and wellbeing thereby enhancing community voice.
  - Continuing to develop and strengthen strategic partnerships with other schools in Victoria, Australia, Japan, Indonesia, as well as the tertiary institutions related to pre – service education Continuing to encourage and facilitate staff involvement in other schools (school visits, collaborative professional learning, participation in pre – service education

### Achievement

Students at Clayton North Primary School continue to perform at the achievement levels of schools with a similar profile. Teacher assessments using the Victorian Curriculum show growth that is consistent with student achievement on other assessment measures. Teachers continue to use data and moderation practices to better identify and support students who achieve above or below the expected level of achievement. The employment of a Numeracy coach and 2 challenging learning coaches (internal) continue to support teachers to improve teaching practice. NAPLAN results at Year 3 level show similar achievement to like schools and the same is true for Year 5 students except in the area of Numeracy which is above similar schools.. The learning gain for matched cohorts from Year 3 to Year 5 demonstrate approximately 40 – 50% % of students in all subject areas achieving medium growth and between 20 – 30% achieving low or high learning gain. The school is implementing targets to increase the proportion of students achieving high learning relative growth and reduce the number of students experiencing low learning relative growth, leading to an increased focus in professional development on extending high performing students. Students identified with a disability are catered for with Individual Learning Plans and have shown progress at satisfactory or above in achieving their individual goals.

### Engagement

Student attitudes to school data has remained constant particularly in areas such as stimulating learning and learning confidence. . Student attitude to school data in areas of student motivation and connectedness to school has improved. Parent opinion survey data in areas of parent satisfaction, stimulating learning, learning focus and student motivation is all improving. The school continues to plan and develop highly exciting and stimulating learning environments and highly motivating school programs (e.g. Café, Discovery Centre, innovative use of ICT) to increase engagement and improve attendance/punctuality and is implementing a "Hands on Learning" program in 2019 to further improve engagement and attendance.

### Wellbeing

The transition of students into, through and out of the school has continued to be refined throughout 2018. The transition program for students entering from Kindergarten includes observations using the Early Years Evaluation, which has helped to identify early concerns for students entering Foundation in 2019. Transition programs with local secondary schools saw Year 9 students at a local secondary college trained for a reading support program which was conducted throughout 2018. The student management system, Sentral, allows for automatic attendance alerts and welfare issue tracking to be centrally managed. Direct contact with families is made to address non-attendance and is regularly addressed in forums to parents such as the newsletter, parent reports and parent-teacher interviews. The school continues to achieve a reduction in non-attendance across

some year levels. A 'Students at Risk Program' is conducted by the Executive Leadership team on a weekly basis and uses this system to monitor students at risk both academically and emotionally. This allows for leadership to be more responsive to teacher requests for advice and assistance. The school has implemented "See saw" across the school to assist with communication to parents.

### **Financial performance and position**

Due to staff incremental progression, staff returning from leave and the transient nature of the school population during 2017 and 2018, and involvement in the Primary Maths/Science specialist initiative the school was able to generate some surplus funds. Significant liabilities with regard to maintenance and general upkeep of the school hence the large amount with regard to property and equipment services, made it difficult to maintain any surplus funds. Any surplus funding was used to conclude a number of school projects related to the external environment and to continue to develop a bike education program in addition to maintaining the school's innovative policy with regard to STEAM and technology. Significant expenditure was also undertaken with regard to professional development. A surplus was carried into 2019 but with a lower than predicted enrolment largely due to a growth in international students rather than funding through the SRP this surplus will now be used to cover a predicted deficit. The recalculation of equity funding on SFOE rather than SFO has affected the school significantly and 2018 sees equity funding dropping to its lowest levels for some years. Small amounts of transition funding were received to offset this change. This will continue to affect the school with increased class sizes the primary outcome of this funding loss. Based on current forecasts, 2019 will see the school maintain a small deficit.

## Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

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

### School Profile

#### Enrolment Profile

A total of 349 students were enrolled at this school in 2018, 167 female and 182 male.

78 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



### Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>38%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>54%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>40%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>37%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>51%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	38%	41%	Numeracy	29%	54%	17%	Writing	31%	40%	29%	Spelling	26%	37%	37%	Grammar and Punctuation	17%	51%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	94 %	93 %	94 %	95 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	94 %	93 %	94 %	95 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,782,371	High Yield Investment Account	\$87,151
Government Provided DET Grants	\$593,175	Official Account	\$117,432
Government Grants State	\$134,034	<b>Total Funds Available</b>	<b>\$204,583</b>
Revenue Other	\$103,663		
Locally Raised Funds	\$158,145		
<b>Total Operating Revenue</b>	<b>\$3,771,389</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$11,592		
Transition Funding	\$43,483		
<b>Equity Total</b>	<b>\$55,075</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,733,209	Operating Reserve	\$80,000
Communication Costs	\$5,226	Other Recurrent Expenditure	\$9,436
Consumables	\$149,874	Provision Accounts	\$1,571
Miscellaneous Expense <sup>3</sup>	\$148,574	Funds Received in Advance	\$83,716
Professional Development	\$4,169	School Based Programs	\$13,500
Property and Equipment Services	\$413,609	Funds for Committees/Shared Arrangements	\$7,000
Salaries & Allowances <sup>4</sup>	\$130,297	Asset/Equipment Replacement < 12 months	\$40,000
Trading & Fundraising	\$7,554	Capital - Buildings/Grounds < 12 months	\$45,000
Travel & Subsistence	\$4,780	<b>Total Financial Commitments</b>	<b>\$280,222</b>
Utilities	\$28,823		
<b>Total Operating Expenditure</b>	<b>\$3,626,115</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$145,274</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

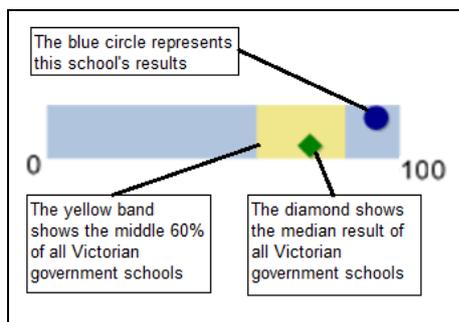
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

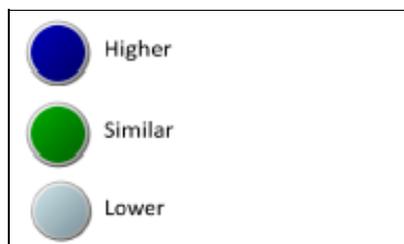


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').