
Annual Report 2021



CLYDE
GRAMMAR

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Artist Impression of completed Junior School Building – Clyde Grammar

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Contextual Information

Clyde Grammar is a co-educational, non-denominational school that upholds solid Christian values. It provides high-quality education that continues evolving with society's needs and expectations. The low fee structure makes it accessible and affordable to families within and around the Clyde municipality.

Clyde Grammar adheres to and promotes the principles and practice of Australian democracy. The freedoms and values of our Australian society are essential in the education of all students to enable them to become informed and responsible citizens.

It values and celebrates the cultural diversity within its learning community by respecting, sharing, and understanding the importance of heritage and acknowledging our indigenous culture and history. The teaching staff is dedicated and passionate about building genuine and meaningful relationships with students, their families, and the wider community. They strive to provide a safe, engaging learning environment while delivering a pedagogy that embraces individuality, inspires a growth mindset, and ensures ongoing success for all. Clyde Grammar takes an all-rounded, holistic approach to education by acknowledging the physical, personal, social, emotional, spiritual well-being, and cognitive aspects of learning.

Clyde Grammar is committed to upholding and teaching respect, honesty, generosity, empathy, perseverance, and commitment. These core values underpin all the school's practices and programs.

Our school building is currently under construction at Smiths Lane, Clyde North, with the expected completion date being the end of January 2022. In the interim, Clyde Grammar is cohabitating with Casey Grammar School in Cranbourne East. Clyde Grammar operates as a separate entity while harmoniously sharing the grounds and facilities at Casey Grammar School.

Clyde Grammar became registered in late November 2019, beginning its founding year in 2020 with 21 enrolments: 14 girls and 7 boys. Our business model began with Foundation students in the first year of operation and will continue to build a year level consecutively with each calendar year. Therefore, in 2020 we started with Foundation; in 2021, we offered Foundation and Year one; in 2022, Foundation, Year one and Year two, etc.

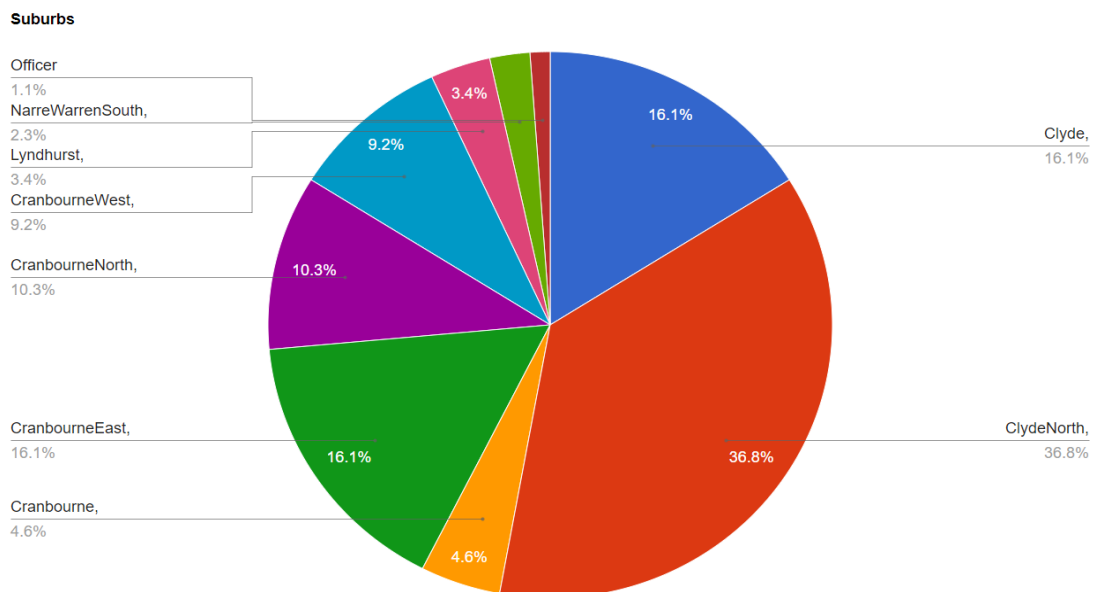
At capacity, our enrolment numbers are 52 students per year level. Each Year level consists of two classes and 26 students in each. Therefore, by 2026, given that all year levels are complete, the total capacity for the Junior school is 364 students.

The Student Body

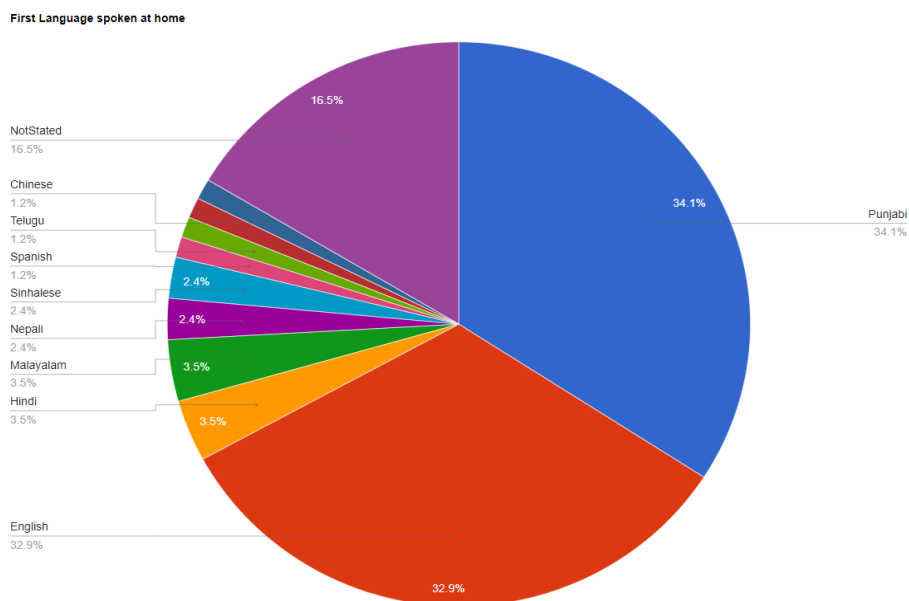
Clyde Grammar had 86 students in 2021, 51 in Foundation and 35 in Year 1. Our student body consisted of 41 male and 45 female students. At the end of Term 4, five students left the school; therefore, for 2021, the student retention rate was 94%.

At Clyde Grammar, one student/family identifies as Aboriginal or Torres Strait Islander.

All 86 students enrolled at Clyde Grammar reside within the City of Casey. See the pie chart below for a breakdown of individual suburbs.



English is the first language spoken at home for 28 out of the 86 students. See the pie chart below for a breakdown of the first languages spoken in the homes of our 86 students.



Governance

Clyde Grammar is governed by CSV limited, along with our two affiliated schools, Casey Grammar School (in Cranbourne East) and Balcombe Grammar School (in Mt Martha).

Board of Governors

Chairman	Mrs Marie Ormandy
Deputy Chairman	Ms Helen Dent
Treasurer	Mr Malcolm Wells
Secretary	Mr Nick Vitinaros
Members	Mr Christopher Galagher
	Mr Barry Steggall
	Mr Peter Folliot
	Mr Vinu Kumar
	Mr Todd Martin
	Mr Rajiv Mahapatra
Company Secretary	Mr Nick Vitinaros
Principal	Mrs Leanne Evans



Workforce Information

At Clyde Grammar, our passionate, dedicated staff acknowledges the importance of providing a safe, stimulating environment where children are excited to come to school every day and eager to learn. Our key objective is to provide rich, engaging learning experiences per the Victorian Curriculum, catering to each child's personal needs and growth. Our overarching mission is to see that each child challenges themselves, believes in their capabilities, achieves success, and strives to be the very best version of themselves.

The school is managed daily by the Principal, Mrs Leanne Evans. All teachers are registered with the Victorian Institute of Teaching (VIT).

We currently have no staff members who identify as Aboriginal or Torres Strait Islander.

Teaching Staff

Teacher name	Gender	Role	Qualification
Mrs Leanne Evans	Female	Principal - Full time	Bachelor of Primary Education
Miss Laura Papettas	Female	Classroom teacher - Full time	Bachelor of Education
Mr Joseph (Tim) Medlyn	Male	Classroom teacher - Full time	Bachelor of Educational Studies
Mrs Adelle Batey	Female	Specialist teacher – Part-time (.4)	Graduate Diploma of Education (Primary)
Ms Deanne Bourke	Female	Classroom teacher – Full time	Bachelor of Primary Education
Mrs Sarah Payne	Female	Classroom teacher – Full time	Bachelor of Arts Diploma of Education (Primary)
Miss Brittany Testro	Female	Specialist teacher – Part-time (.4)	Bachelor of Education (Primary)

Teacher name	Length of Employment at the school	Teacher Absenteeism in days
Mrs Leanne Evans	1 year	1
Miss Laura Papettas	1 year	3
Mr Joseph (Tim) Medlyn	1 year	2
Mrs Adelle Batey	1 year	11
Ms Deanne Bourke	1 year	0
Mrs Sarah Payne	11 months	2
Miss Brittany Testro	8 months	1

The average number of days absent per teacher 2.8
% Teacher retention is 72%

Non-Teaching Staff

Teacher name	Number of staff
Administration	1.5
Assistants (Learning, Library, Technology)	0
Grounds & Maintenance	0
Nurse	.1

Student Wellbeing

Student Attendance

Clyde Grammar uses a Learning Management System (Synergetic) to store student data. Synergetic links all of its modules into a core database of information, ensuring consistency in our data (such as student attendance and absence) and efficiency in our school's operations. The teaching staff enters student attendance/absences into Synergetic each day –upon arrival (beginning of period 1) and after lunch play (beginning of period 6). Parents are encouraged to call and inform the school before 9 am on the non-attending day if a student is absent. Parents can leave voice messages outside of regular school hours. When a teacher marks a child absent and the school has not received prior notification from a parent, an automated SMS is sent to the family, notifying them that their child is not at school.

Student absenteeism: In 2020, the average number of absent days per student was **6.61**

Year level	Percentage of attendance time	Percentage of absence time
Foundation	96.66	3.34
Year 1	96.73	3.27

Wellbeing for students

Student wellbeing is a high priority at Clyde Grammar. We strongly advocate that having a healthy body and a healthy mind are essential and crucial to supporting human development. Besides these areas being covered during Health lessons (associated with the Victorian Curriculum), the teachers include mindfulness and well-being activities into their students' daily routines. These include brain breaks, yoga, dancing breaks, calm breathing techniques, and open discussions about feelings. While acknowledging, promoting, and prioritising student health and wellbeing, resilience is also taught explicitly and strongly encouraged. At Clyde Grammar, we believe that resilience is an essential life skill, and sadly, it is an area that seems to be of considerable concern for 21st Century learners.

COVID-19 ~ Remote Learning

Throughout 2021, Clyde Grammar's learning community and regular school operations were affected by COVID-19. The Victorian Government imposed numerous lockdown periods where school staff and students were encouraged to 'work from home' and attend school remotely.

Only students from homes where all adults were classified as 'essential' workers (working outside of the house) and children identified as 'vulnerable' were permitted to attend on-site learning.

Across all four terms in 2021, there was a total of 54 mandatory online/remote learning days. Clyde Grammar had an average of 14 of its 86 students in attendance on these days.

Curriculum

Clyde Grammar is committed to offering a thorough, sequential, and comprehensive curriculum founded on the Victorian Curriculum. In the Early Years (F-2), the focus is on establishing a solid foundation in numeracy and literacy that is further developed in Years 3-6.

The Junior School curriculum in Years F-6, which follows the Victorian Essential Learning Standards, is based on the traditional disciplines. Still, within each subject area, there is also a focus on interpersonal development and personal learning, as well as thinking and communication skills across the curriculum.

Our program aims to foster each student's spiritual, intellectual, physical, and social development through participation in programs of study and other activities appropriate to their diverse needs, abilities, and aspirations.

Students also work on integrated units of study covering knowledge and skills across several domains.

Clyde Grammar provides Programs in the following learning areas (disciplines):

English

Mathematics

The Humanities (**History, Geography, Civics and Citizenship, Economics & Business**)

Science

Technologies (**Design & Technologies, Digital Technologies**)

The Arts (**Visual arts, Performing Arts [Dance, Drama, Music], Media Arts**)

Health and Physical Education

Capabilities (Intercultural, Ethical, Personal and Social, Critical and Creative Thinking)

Religious and Values Education

Parent, Student & Staff Satisfaction

Clyde Grammar uses surveys (formal and informal) and feedback from staff, teachers, students, and parents regarding their satisfaction to assist in the school's establishment, development, and improvement.

The school will use the LEAD survey to monitor the satisfaction of students, parents, and staff. They will be conducted every three years and is next due in 2023. Full details of that survey will be published in the 2023 Annual Report.

At Clyde Grammar, parents have access to various forums (such as information evenings, pastoral care discussions, parent-teacher evenings, Parents and Friends Committee, and Consultative Committee) inviting their contributions to the review and planning aspects of the school. We promote an 'open-door' culture, where the staff makes themselves readily available, and our families are encouraged to keep lines of communication open and flexible between school and their homes.

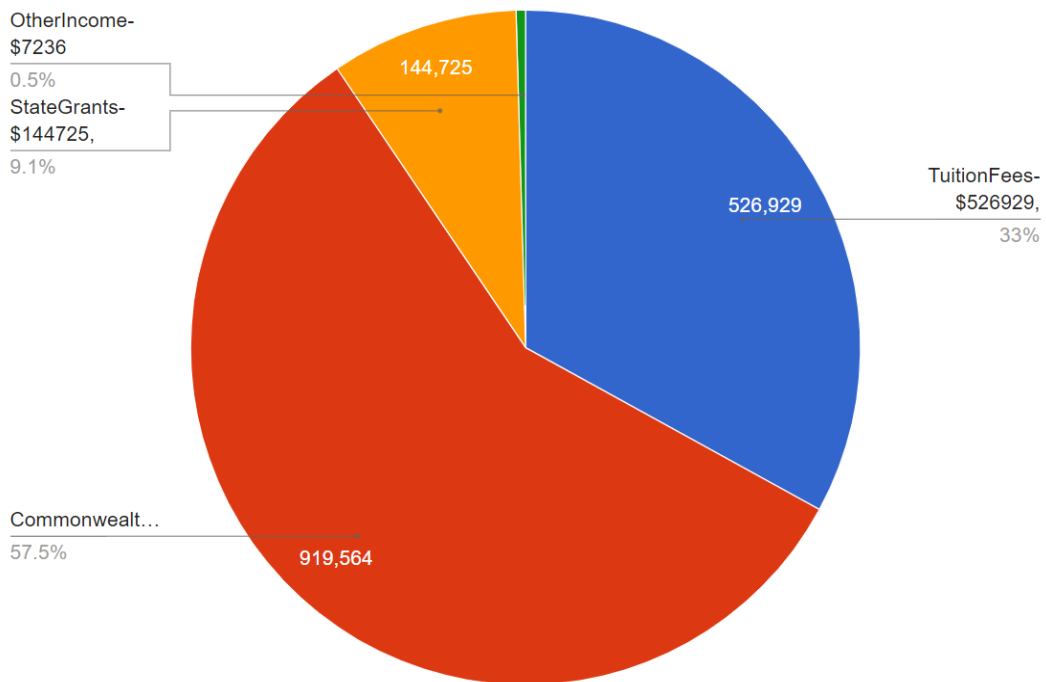
Although in our infancy, Clyde Grammar maintains a high student retention rate and is also experiencing fast-growing waitlists for the coming years.



Financial Information

Recurrent Income & Expenditure for the year ended 31st December 2021

Income



Expenditure

