
Annual Report 2020



CLYDE
GRAMMAR

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Contextual Information

Clyde Grammar is a co-educational, non-denominational school, which upholds solid Christian values. It provides high-quality education that continues to evolve with the needs and expectations of society. The low fee structure makes it both 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 are 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 inquiry, promotes equity, a growth mindset and ongoing success for all.

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

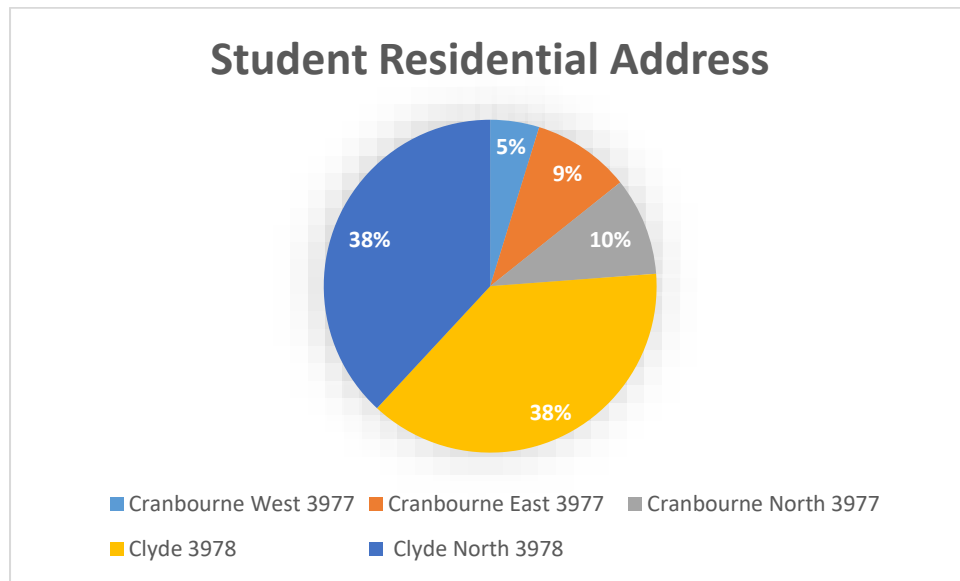
Our school buildings are currently under construction at Smiths Lane, Clyde North with the expected completion date being the end of January 2022. In the interim, Clyde Grammar is cohabitating with Casey Grammar School in Cranbourne East. Clyde Grammar operates as a separate entity while harmoniously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

Clyde Grammar received its registration in late November 2019, beginning its founding year in 2020 with 21 enrolments: 14 girls and 7 boys. Our business model begins with Foundation students in the first year of operation and builds a year level consecutively with each calendar year. Therefore, in 2020 we offer Foundation; in 2021 we will offer Foundation and Year one; in 2022, Foundation, Year one and Year two, etc.

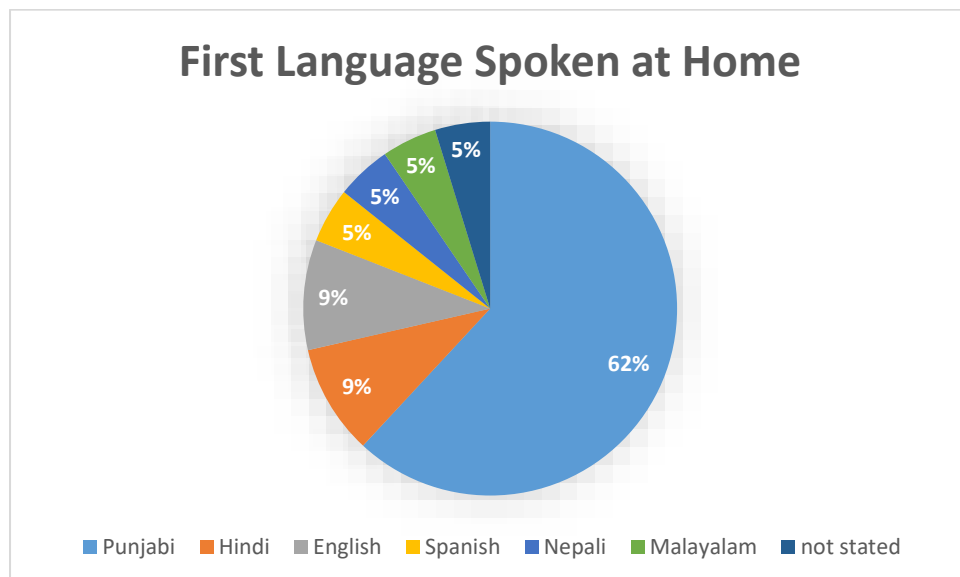
At capacity, our enrolment numbers are 52 students per year level. With each year level consisting of two classes and 26 students in each class.

The Student Body

All of the 21 students enrolled at Clyde Grammar reside within the City of Casey. See the pie chart below for breakdown of individual suburbs.



English is the first language spoken at home for 2 out of the 21 students. See the pie chart below for a breakdown of the first languages spoken in the homes of our 21 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 Baker
Treasurer	Mr Malcolm Wells
Secretary	Mr Nick Vitinaros
Members	Mr Chris Galagher
	Mr Barry Steggall
	Mr Meghraj Thakkar
	Mr Vinu Kumar
	Mr Todd Martin
Principal	Mrs Leanne Evans



Workforce Information

At Clyde Grammar, our passionate, dedicated staff acknowledge 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 in accordance with the Victorian Curriculum, that cater for the personal needs and growth of each individual child. 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 on a daily basis by the Principal, Mrs Leanne Evans
All teachers are registered with the Victorian Institute of Teaching (VIT).

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)

Teacher name	Length of Employment at the school	Teacher Absenteeism in days
Mrs Leanne Evans	1 year	0
Miss Laura Papettas	1 year	2
Mr Joseph (Tim) Medlyn	1 year	3
Mrs Adelle Batey	1 year	2

Average number of days absent per teacher 0.03

% Teacher retention is 100%

Non-Teaching Staff

Department	No. of staff
Administration	1.1
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 absences) and efficiency in our school's operations. The teaching staff enter student attendance/absences into Synergetic each day at the beginning of first and sixth period. If a student is going to be absent, parents are encouraged to call the office and inform the school prior to 9am on the non-attending day. Voice messages can be left by parents outside of normal school office hours. In instances where a teacher marks a child absent and the school have not received prior notification by 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 4.75. Attendance for the 2020 Foundation year level was 97.36% for the year.

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. Other than these areas being covered during Health lessons (in accordance with the Victorian Curriculum), the teachers include mindfulness and wellbeing activities into their students' daily routines. These include things such as 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 extremely important life skill for 21st Century learners.

COVID-19 ~ Remote Learning

Throughout 2020, Clyde Grammar's learning community and normal school operations were affected by COVID-19. The Victorian Government imposed numerous lockdown periods where school staff were encouraged to 'work from home' and students were required to participate in lessons remotely.

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

Across all four terms in 2020, there was a total of 59 mandatory online/remote learning days. Clyde Grammar had up to 6 out of its 21 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 strong foundation in numeracy and literacy that is further developed in Years 3-6.

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

The aim of our program is to foster spiritual, intellectual, physical and social development in each student through participation in programs of study and other activities appropriate to their diverse needs, abilities and aspirations.

Students will also work on integrated units of study which will cover knowledge and skills across several domains.

Clyde Grammar provides programs in the following areas:

- English
- Mathematics
- Humanities (History, Geography)
- Science
- The Arts
- STEM (Science, Technology, Engineering and Mathematics)
- Health & Physical Education
- Information Technologies
- Religious Education (Christianity) & Personal Development
- Civics & Citizenship



Parent, Student & Staff Satisfaction

Clyde Grammar uses satisfaction surveys (formal and informal) and feedback from staff, teachers, students and parents 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. These surveys will be conducted biennially and are next due in 2022. Full details of that survey will be published in the 2022 Annual Report.

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

In September of 2020 our parent body was asked for personal feedback via a survey in relation to our remote learning program. All 21 families completed the survey. And the overall findings were very positive. In summary, our parents were happy with the method, content and quality of our lessons. Most households struggled to complete all of the weekly specialist lessons. All parents were happy with the implementation of 'Wellness Wednesday' - with the majority keeping it a screen free day. Most children were taking 2-3 hours a day to complete their learning (which was our expectation under ideal, 'normal' circumstances). An 'optional' comment was left at the end of the survey by 15 participants. These comments were in support of our program and expressing thanks for the hard work of the staff.

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



Financial Information

Recurrent Income & Expenditure for year ended 31st December 2020

