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# Annual Report 2022



**CLYDE**  
GRAMMAR

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# Contextual Information

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

Clyde Grammar adheres to and promotes the principles and practices 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.

The school 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 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.

The school is located at 110 Smiths Lane, Clyde North, and is part of the fast-growing MIRVAC estate. Clyde Grammar moved from its temporary location at Casey Grammar School to this permanent location in April 2022.

Clyde Grammar became registered in late November 2019, beginning its founding year in 2020 with 21 enrolments: 14 girls and 7 boys. The school's business model began with Foundation students in the first year of operation and continues 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, etc.

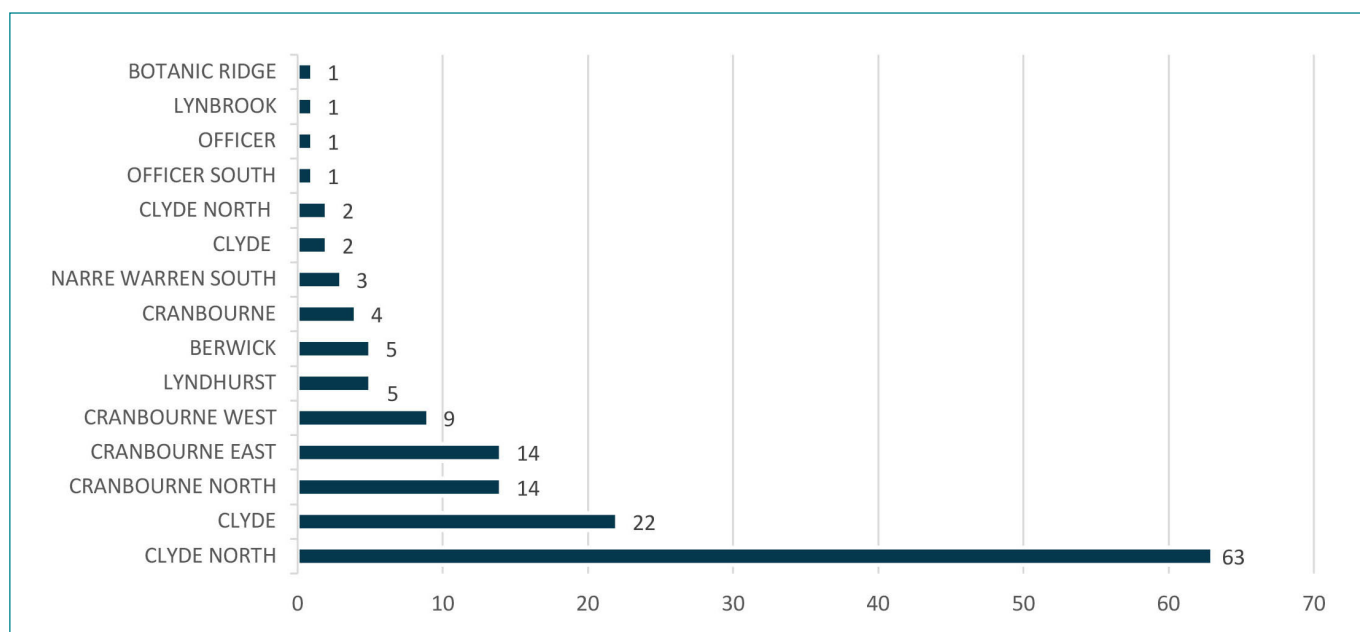
At capacity, our enrolment numbers are 52 students per year level. Each year level consists of two classes and 26 students in each. Therefore, by 2026, given that all year levels are complete, the total capacity for the Junior school is 364 students.

# The Student Body

Clyde Grammar had 147 students in 2022, 49 in Foundation, 52 in Year 1, and 46 in Year 2. Our student body consisted of 75 male and 72 female students.

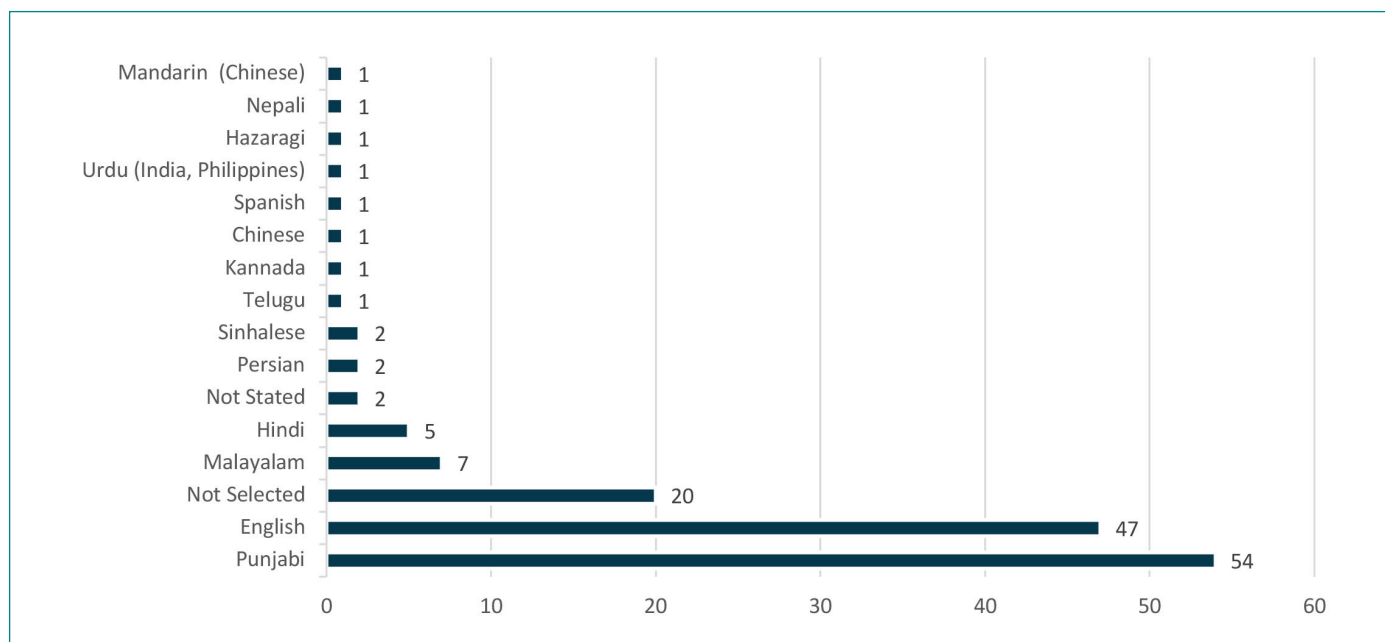
At Clyde Grammar, one student/family identifies as Aboriginal or Torres Strait Islander.

All 147 students enrolled at Clyde Grammar reside within the City of Casey. See the chart below for a breakdown of individual suburbs.



English is the first language spoken at home for 47 out of the 147 students. See the chart on the following page for a breakdown of the first languages spoken in the homes of our 147 students.





## Governance

CSV Limited is the legal entity for Clyde Grammar, Casey Grammar School and Balcombe Grammar School. The CSV Limited Board is responsible for the overall governance of the schools, which includes setting the strategic direction, monitoring and approving budgets, and reviewing the schools' performances.

CSV Limited is a company limited by guarantee. The Board of CSV Limited operates pursuant to its Constitution and its Charter.

## Board of Governors

Chairman	Mrs Marie Ormandy
Deputy Chairman	Ms Helen Dent
Treasurer	Mr Malcolm Wells
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 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 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.

Teacher Name	Gender	Role	Qualification
Leanne Evans	Female	Principal - Full time	Bachelor of Primary Education
Laura Papettas	Female	Classroom teacher - Full time	Bachelor of Education
Tess Giles	Female	Classroom teacher - Full time	Bachelor of Education
Deborah Ireland	Female	Classroom teacher - Part time (.6)	Bachelor of Primary Education
Adelle Batey	Female	Classroom teacher - Part time (.4)	Graduate Diploma of Education (Primary)
Deanne Bourke	Female	Classroom teacher - Full time	Bachelor of Primary Education
Holly Waugh	Female	Classroom teacher - Full time	Bachelor of Education (Early Childhood)
Brittany Testro	Female	Classroom teacher - Full time	Bachelor of Education (Primary)
James Pretty	Male	Specialist teacher - Full time	Bachelor of Education (Honours) Primary and Secondary Physical Education
Giulia Mormile	Female	Specialist teacher - Part time (.4)	Master of Teaching Bachelor of Communication Bachelor of Contemporary Arts

## Length of Employment at the School

	No. of Staff
Less than 1 year	0
1 year	2
2 years	6
More than 2 years	0

## Teaching Staff Absentees

The average number of days absent per teacher 7.8

Teacher employment retention is 100

## Staff Summary (including non-teaching staff)

Role	FTE
Principal	1.0
Teaching Staff	7.4
Administrative and Clerical	4.3
Building Operations	0.4



# Student Wellbeing

## Student Attendance

Clyde Grammar uses a Learning Management System (Synergetic) to store student data. Synergetic links all 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 enter 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 9:00 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 2022, the average number of absent days per student was **16.35**

Year Level	Percentage of Attendance Time	Percentage of Absence Time
Foundation	91.86	8.14
Year 1	90.00	10.00
Year 2	90.76	9.24

## 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 in 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.

## Child Safety

Clyde Grammar takes child safety seriously and adopts a multi-faceted approach to ensure the well-being of its students. The school strives to create a safe and nurturing environment for all its students by maintaining a secure environment, implementing comprehensive policies, providing staff training, providing age-appropriate education for students, promoting open communication, and fostering collaboration with authorities.



# 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 traditional disciplines. Still, within each subject area, there is also a focus on interpersonal development, personal learning, and 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

Languages (Spanish)

# 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, with the next survey 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 staff make themselves readily available, and our families are encouraged to keep lines of communication open and flexible between school and their homes.

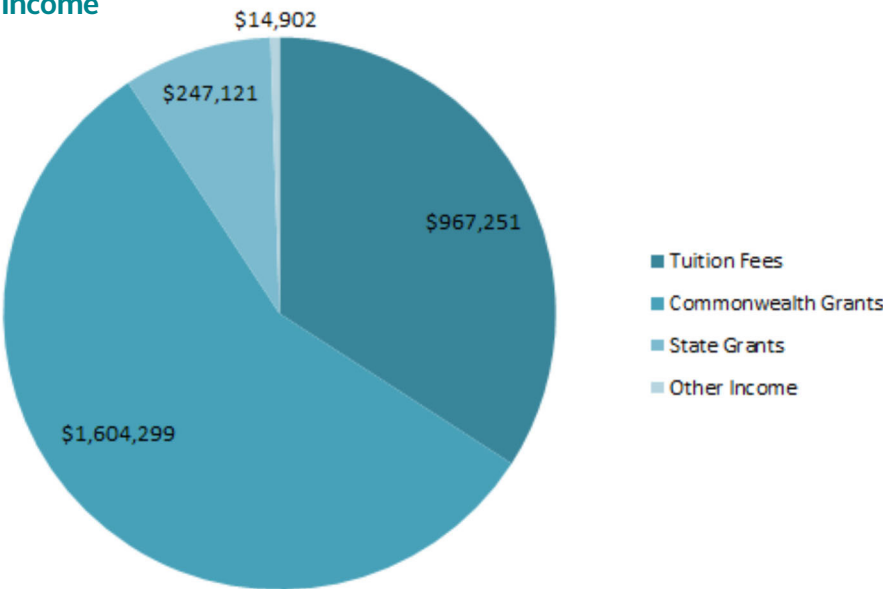
Although in our infancy, Clyde Grammar maintains a high student retention rate and is also experiencing fast-growing waitlists for the coming years.



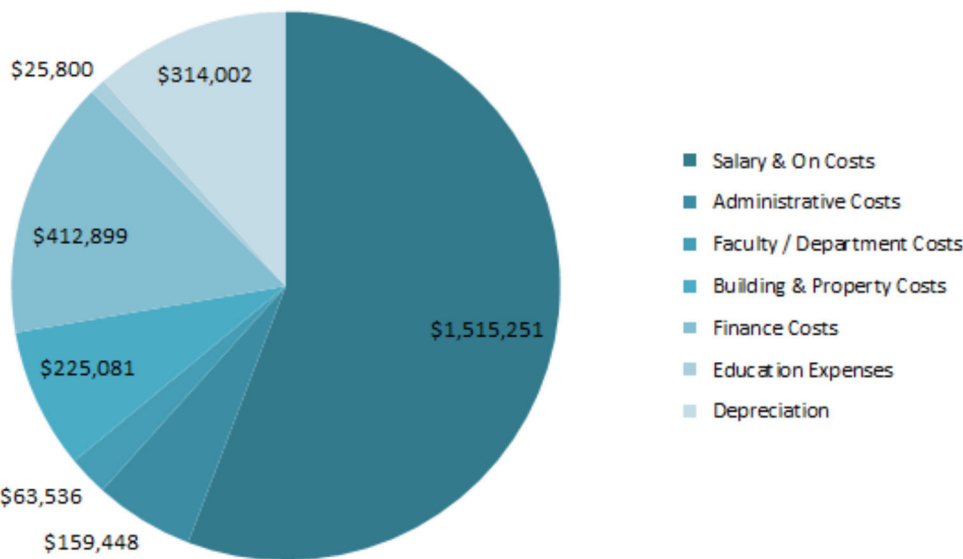
# Financial Information

## Recurrent Income & Expenditure for the year ended 31st December 2022

### Income



### Expenditure





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