



CLYDE
GRAMMAR

Annual Report 2025



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Contextual Information

Clyde Grammar is a non-denominational, co-educational school committed to providing high-quality, values-based education. Our learning environment is grounded in strong Christian values and designed to meet the evolving needs of students in a rapidly changing world. With a low-fee structure, Clyde Grammar remains accessible to families in Clyde and the surrounding communities.

The school actively upholds the principles of Australian democracy and is committed to nurturing informed and responsible citizens who understand and appreciate the rights, freedoms, and values that underpin our nation.

We proudly celebrate the rich cultural diversity of our school community and value the unique backgrounds and experiences of all families. We also acknowledge and respect the histories, cultures, and traditions of Aboriginal and Torres Strait Islander Peoples as the First Peoples of Australia. Our staff are dedicated to building strong, meaningful relationships with students, families, and the broader community.

Clyde Grammar provides a safe, inclusive, and stimulating learning environment where individuality is embraced and every student is

encouraged to develop a growth mindset. We take a holistic approach to education, recognising and supporting all aspects of a child's development, including physical, emotional, personal, social, spiritual, and cognitive growth.

Our school is guided by the core values of respect, honesty, generosity, empathy, perseverance, and commitment. These values are embedded in our programs, interactions, and daily practice, helping to foster a positive and supportive school culture.

Located at 110 Smiths Lane, Clyde North, within the rapidly growing Mirvac Group estate, Clyde Grammar moved to its permanent campus in April 2022 after initially operating from our sister school, Casey Grammar School.

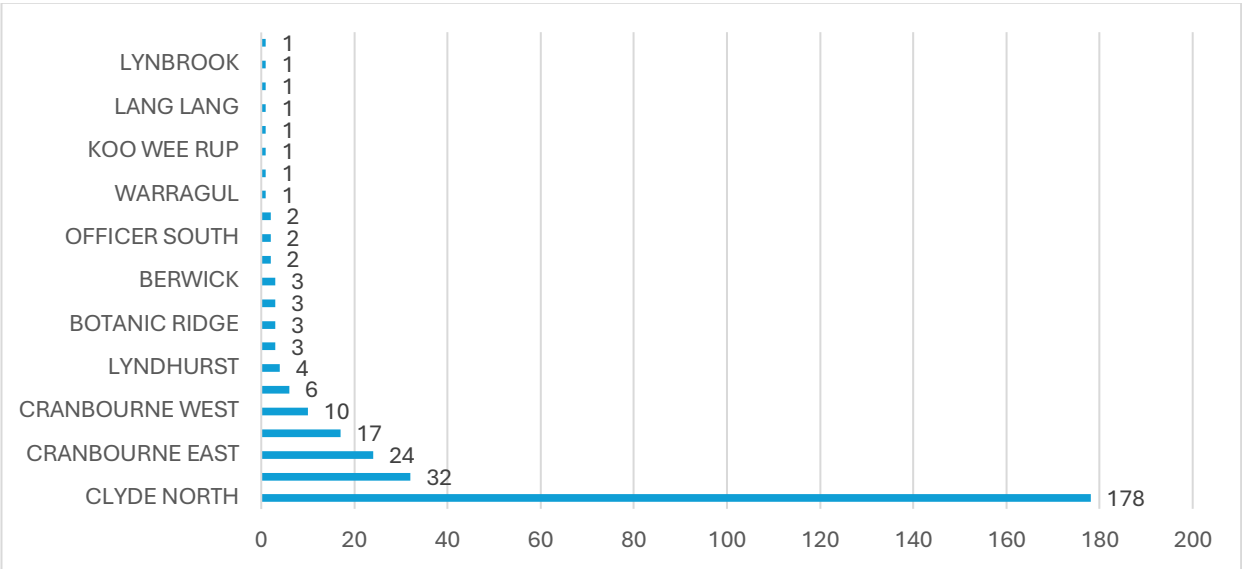
Established in 2019, Clyde Grammar commenced with a Foundation cohort of 21 students in 2020. Since then, the school has grown steadily, adding one year level each year. In 2025, Clyde Grammar caters for students from Foundation to Year 5, with Year 6 to be introduced in 2026, completing the school's full primary offering. Once fully established, the Primary School will have an enrolment capacity of 364 students, with two classes of 26 students at each year level.



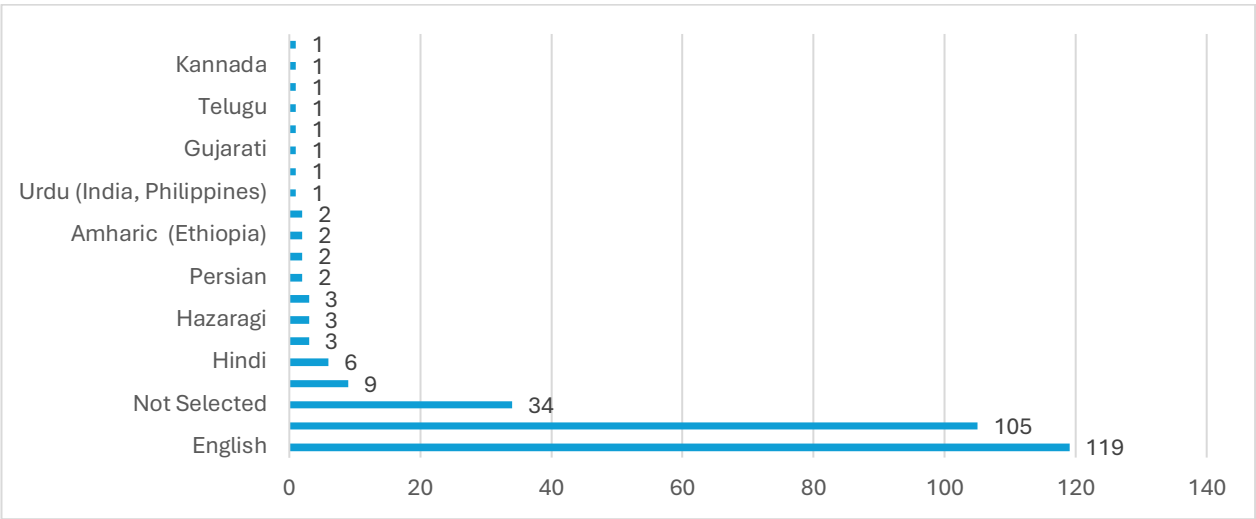
The Student Body

In 2025, Clyde Grammar welcomed 299 students across Foundation to Year 5. Our student body consists of 144 male and 155 female students.

There are currently no students or families at Clyde Grammar who identify as Aboriginal or Torres Strait Islander. All 299 students enrolled at Clyde Grammar reside within the City of Casey. See below for a breakdown of individual suburbs.



English is the primary language spoken at home for 119 of our students. A breakdown of home languages for the entire student population is provided in the accompanying data.



Governance

Clyde Grammar operated under the governance of CSV Limited, which also oversees Casey Grammar School and Balcombe Grammar School. The CSV Board is responsible for strategic planning, budget oversight, and performance evaluation across all three schools.

CSV Limited is a company limited by guarantee. The Board functions according to its Constitution and Charter.

Board of Governors

Chairman	Mr Malcolm Wells
Deputy Chairman	Mr David Morris
Treasurer	Mr Todd Martin
Members	Mr Christopher Galagher
	Mr Vinu Kumar
	Mr William Banks
	Ms Anna Rados
	Ms Sarah Woon
	Ms Fabienne Connet
Company Secretary	Mr Nick Vitinaros
Principal	Mrs Leanne Evans

Workforce Information

At Clyde Grammar, we value the importance of a supportive and engaging school environment. Our teaching staff is committed to providing meaningful learning opportunities tailored to each student's needs. We aim to inspire students to challenge themselves, believe in their potential, and strive to achieve their best.

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

Currently, no staff members identify as Aboriginal or Torres Strait Islander.

Teaching Staff

Leanne Evans	Principal, BPrimEd
Karina Adam	Specialist Teacher, BA
Emily Barrie	Primary Teacher, GradDipT(Prim)
Deanne Bourke	Primary Teacher, Bed
Rachael Bruni	Primary Teacher, BPrimEd
Brittany Chiefalo	Primary Teacher, BPrimEd
Bellamie Evans	Primary Teacher, BPrimEd
Tess Giles	Primary Teacher, BEd
Assumptha Gozmao	Specialist Teacher, BEd
Georgia Kyne	Primary Teacher, BPrimEd
Adrian McCosker	Primary Teacher, BCom(Acctg), MTeach
Andrew Meede	Primary Teacher, BPrimEd
Amy Mepstead	Primary Teacher, BEd
Giulia Mormile	Specialist Teacher, Mteach, BComn, BA(Contemp)
Cecilia Moy	Specialist Teacher, BTeach
Greg Newham	Primary Teacher, BEd
James Pretty	Primary Teacher, BEd(PhysEd)
Jennifer Pudney	Primary Teacher, MTeach
Krystal Theobald	Specialist Teacher, BEd(EC)
Holly Waugh	Primary Teacher, BEd(EC)

Maternity Leave

Laura Papettas

Primary Teacher, BEd

Primary Teachers			
Teachers	Female	Male	Total
Total	16	4	20
Full Time	11	4	15
Part Time	5	0	5

Length of Employment at School

Duration	No. of Staff
Less than 1 Year	1
1 Year	3
2 Years	6
3 Years	4
4 Years	4
5 Years	1
More than 5 Years	1

Staff Summary – Teaching and Non-Teaching Staff

Role	No. of Staff
Principal	1
Teaching	20
Assistants (Learning)	9
Administration/Clerical	3
Grounds and Maintenance	1



Student Wellbeing

Student Attendance

Clyde Grammar uses Synergetic to manage student attendance. Staff record absences twice daily – at the beginning of the day and after lunch. Parents are asked to notify the school of absences by 9 am. If no notice is received, an SMS alert is sent to the family.

Average Absence per Student (2025): 10.9 days

Year Level	Percentage of attendance time	Percentage of absence time
Foundation	92.19	7.81
Year 1	94.87	5.3
Year 2	93.88	6.2
Year 3	94.71	5.29
Year 4	94.08	5.92
Year 5	93.88	6.12



Student Health and Wellbeing

At Clyde Grammar, the health and wellbeing of our students remains a central priority. We believe that both physical and mental wellbeing play a vital role in a child's overall development, learning, and capacity to thrive. In addition to the topics explicitly taught through the Health component of the Victorian Curriculum, teachers intentionally embed wellbeing practices into daily classroom routines to support students' emotional regulation, focus, and engagement.

These strategies include brain breaks, yoga, movement and dance sessions, calm breathing exercises, and regular opportunities for students to openly express and discuss their thoughts and feelings. Students also have access to designated self-regulation spaces within classrooms and around the school, providing calm and supportive environments where they can pause, regulate emotions, and re-engage with learning when ready. Lunchtime clubs further support student wellbeing by offering inclusive, structured opportunities for connection, social interaction, creativity, and enjoyment beyond the classroom.

Alongside our commitment to promoting wellbeing, we place a strong emphasis on developing resilience. At Clyde Grammar, we consider resilience to be a fundamental life skill - one that is increasingly important in today's fast-paced and ever-changing world. We actively support students in building

confidence, managing challenges, learning from setbacks, and developing the perseverance needed to navigate both academic and personal experiences successfully.

Child Safety

At Clyde Grammar, child safety is a fundamental priority, and we are deeply committed to creating a safe, supportive, and nurturing environment where every student feels protected, respected, and valued. We adopt a comprehensive, multi-layered approach to child safety by implementing robust policies and procedures, providing ongoing staff training, delivering age-appropriate education for students, and maintaining a secure school environment.

We actively promote a culture of openness and vigilance, encouraging students to speak up, trusted adults to listen, and the wider school community to work collaboratively in safeguarding children. Strong partnerships with families and relevant external authorities further support our commitment to best practice in child safety and wellbeing.

All parents, carers, and community members who wish to assist in classrooms or participate in any volunteer role involving students are required to hold a valid Working with Children Check (WWCC) and complete Clyde Grammar's child safety training requirements before entering the school in a volunteer capacity.

Curriculum

At Clyde Grammar, we are committed to delivering a well-structured, progressive, and inclusive curriculum aligned with the Victorian Curriculum. In the early years (Foundation to Year 2), there is a strong focus on establishing a solid foundation in literacy and numeracy, which is then progressively strengthened and extended throughout each stage of learning.

Our Junior School curriculum is designed to provide rich and engaging learning experiences that support the development of every child academically, socially, emotionally, physically, and spiritually. While grounded in the core learning areas of the Victorian Curriculum, we place equal importance on fostering essential lifelong skills, including communication, collaboration, personal responsibility, critical thinking, and creativity.

Learning at Clyde Grammar extends beyond isolated subject areas. Students regularly engage in integrated units of work that connect multiple disciplines, helping them develop a deeper understanding and apply their learning in meaningful, real-world contexts. Teaching and learning experiences are carefully planned to cater for a diverse range of abilities, learning needs, and individual goals, ensuring all students are appropriately supported and challenged.

Clyde Grammar provides programs in the following learning areas:

- English
- Mathematics
- Humanities (*History, Geography, Civics and Citizenship, Economics and Business*)
- Science
- Technologies (*Design and Technologies, Digital Technologies*)
- The Arts (*Visual Arts, Performing Arts – Dance, Drama and Music, Media Arts*)
- Health and Physical Education
- Capabilities (*Intercultural, Ethical, Personal and Social, Critical and Creative Thinking*)
- Religion and Values Education
- Languages (*Spanish*)



Student Outcomes

NAPLAN Performance

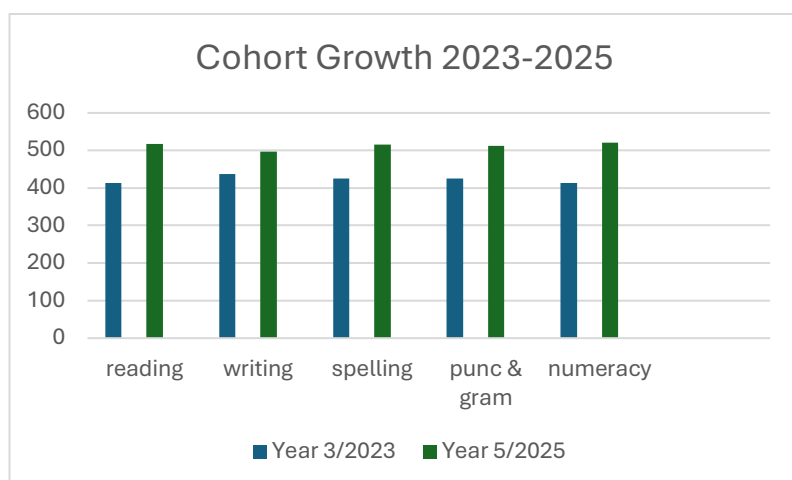
Clyde Grammar students continued to demonstrate strong achievement in the 2025 NAPLAN assessments, with results reflecting consistent growth and solid performance across both Year 3 and Year 5 cohorts. Across all assessed domains - Reading, Writing, Spelling, Punctuation and Grammar, and Numeracy - the majority of students performed within the Strong or Exceeding proficiency bands.

Our Year 3 results indicate particularly strong performance in Writing, with more than 80% of students achieving in the Strong or Exceeding categories. Reading and Spelling also showed very positive outcomes, with most students demonstrating sound foundational literacy skills. While Punctuation and Grammar and Numeracy showed slightly greater variation, the majority of students still achieved at strong levels.

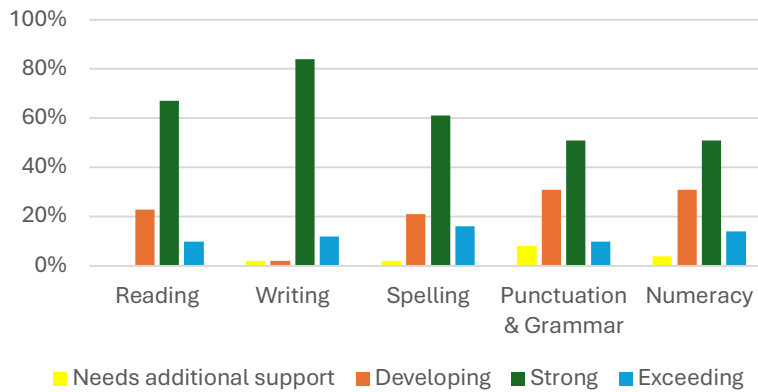
The Year 5 cohort also performed exceptionally well, with particularly impressive results in Numeracy, where approximately 90% of students achieved in the Strong or Exceeding bands. Strong outcomes were also evident in Reading, Writing, and Spelling, reflecting students' continued academic growth and increasing confidence as learners.

Longitudinal data show steady growth between the 2023 Year 3 cohort and the same cohort's Year 5 results in 2025, demonstrating meaningful progress over time. Improvements across multiple domains, particularly in literacy and numeracy, reflect the impact of targeted teaching, early intervention, differentiated support, and consistent monitoring of student progress.

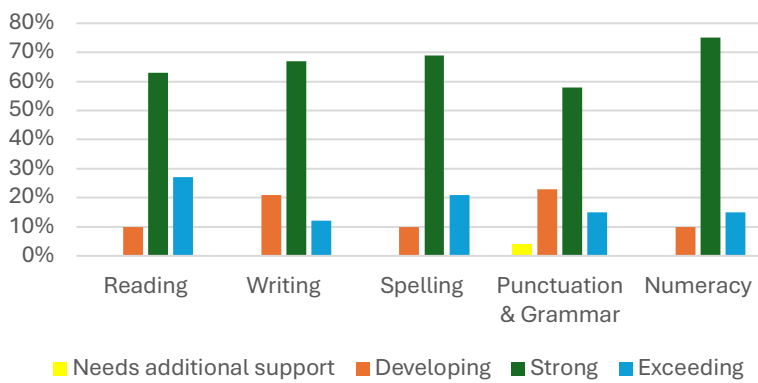
These results are a testament to the dedication of our teaching staff, the perseverance of our students, and the strong partnership between school and families in supporting learning and achievement. Clyde Grammar remains committed to continually refining teaching practices and providing targeted support to ensure every student is challenged, supported, and empowered to achieve their personal best.



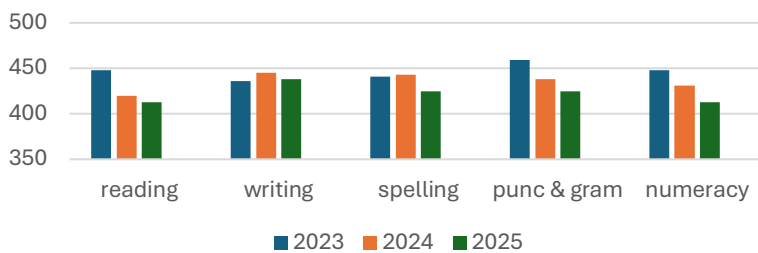
Year 3 Proficiency Levels - 2025



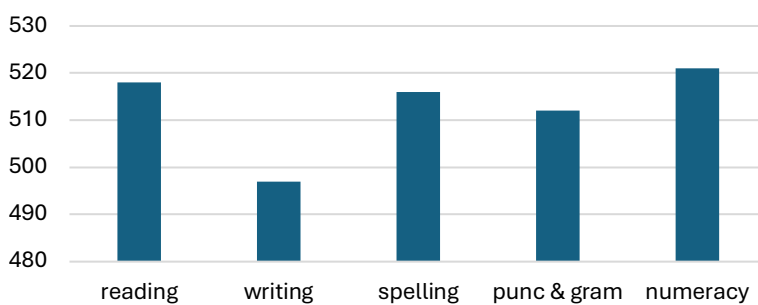
Year 5 Proficiency Levels - 2025



NAPLAN mean scores Year 3



NAPLAN mean scores Year 5



Parent, Student & Staff Satisfaction

Clyde Grammar highly values the feedback, insights, and perspectives of its school community and actively seeks input to support ongoing growth and continuous improvement. Feedback from staff, students, and families plays a vital role in informing decision-making and shaping the school's future direction.

Every three years, Clyde Grammar participates in the LEAD School Effectiveness Surveys facilitated by Independent Schools Victoria. These surveys provide valuable data and insights across key areas, including teaching and learning, wellbeing, school culture, and community engagement. The most recent LEAD surveys were conducted in 2025, with the next survey cycle scheduled for 2028. Feedback from parents, staff, and students in the 2025 surveys was overwhelmingly positive, reflecting strong confidence in the school's direction and the quality of educational experiences provided.

Beyond formal surveys, Clyde Grammar provides families with numerous opportunities to share feedback and engage meaningfully in school life. These include information sessions, parent-teacher interviews, pastoral care conversations, and participation in groups such as the Parents and Friends Committee and the Consultative Committee. We also maintain an open and approachable communication culture, encouraging regular dialogue and strong partnerships between home and school.

Although still a relatively young school, Clyde Grammar continues to experience strong student retention and growing demand for enrolments. This is reflected in increasing waitlists across multiple year levels and reinforces the confidence families place in the quality of education, care, and community that Clyde Grammar provides.



To ensure communication remains clear, consistent, and constructive, the Clyde Grammar Lines of Communication document is provided below. This document outlines the appropriate processes for parents and carers to follow when addressing questions or concerns.

Lines of Communication



Financial Information

Recurrent Income & Expenditure for the year ended 31st December 2025

