

A MESSAGE FROM THE PRINCIPAL

The year started unexpectedly with news of a pandemic known as COVID-19. COVID-19 changed our world, including the way education and schools operated. It was an ever changing landscape with Health Department guidelines changing daily, weekly and monthly. Throughout this period staff, students and families were required to modify their way of living and being. This pandemic impacted on everyone in different ways.

The school moved to online learning and hard copy packages. The staff worked tirelessly to create home learning packages that included hands on concrete materials as well as sporting equipment. These were delivered to families personally by staff during the week and on the weekends. The online learning team was developed and Mrs Cunningham and Brook Desmond did an amazing job at keeping the families connected to education. The whole staff created happy videos for the Facebook page for students and families to know that we were thinking of them. Staff used this time to evaluate certain aspects of schooling that we could change in terms of providing better outcomes for students this included moving assemblies to an afternoon time slot and only having them on a three week cycle to allow better use of academic learning time in the morning.

This year Mrs Shepherd implemented the Teach Well Program to focus on explicit teaching instruction and strategies. The data and evidence to support student achievement was outstanding. The program was very successful and three more staff members will attend the course in 2021.

The P&C were active again this year organising many special events and fundraising to support all students' learning. Some major events were cancelled due to COVID-19. We celebrated NAIDOC Week, Reward Days, Colour Fun Run, Book Fair, Disco and the Mother's and Father's Day Stalls. We thank all members of the P&C who work tirelessly to provide resources and educational experiences for our students and money raised went towards the purchase of school tent for carnival. The P&C members trialled different ideas for fundraising and these proved very popular. The students and staff are very appreciative of all the hard work our P&C does in order to help the school and community.

Our School Board was very busy this year assisting with the school's new Business Plan. Staff implemented the 2020 Business Plan and this was covered in detail at Board meetings. The School Board worked closely with the school and community focusing on school priorities and linking communication between the school and the community.

Many volunteers help in the classrooms and run clubs during lunch and after school every week. The volunteers are such an important part of our school programs and foster pastoral care and successful learning. This year we had to modify our Breakfast Club due to COVID. Mrs Hayes took ownership to ensure our students had breakfast every day.

Lastly, I take this opportunity to sincerely thank all staff for their continuous dedication and commitment towards school improvement. I also acknowledge and thank the contribution of parents and the wider community which ensures that every student will reach their potential and become valued members of society. Two of our valued staff members left Clayton View at the end of 2020 to accept positions at other schools as part of their personal growth. We wish Mrs Thambipillai and Esther Maxwell all the best with their new roles.

Sharon Marchenko
Principal

PHONOLOGICAL AWARENESS PROGRAM

All Kindergarten, Pre-primary, Year 1 and Year 2 students are assessed on their phonological awareness skills at the beginning of the school year. We continued the Phonological Awareness groups across the K-2 classrooms daily for fifteen minute sessions. Throughout the year the students were moved from groups accordingly to meet their needs. At the end of the year the students were reassessed and the data highlighted that all students made significant improvements.

ORAL LANGUAGE PROGRAM

The school is continuing its focus on the Oral Language journey using our staff coaches to facilitate school-wide explicit teaching through modelling and coaching. The staff coaches observe classroom teachers and provide feedback for improvement.

VALUES

This year Clayton View introduced 5 Values to the school. All classes investigated a new value a fortnight, looking at what the Value looks like, sounds like and feels like. Staff then looked for children who were displaying that value consistently to become their class Values Star. Each Values Star had their photograph published in the school newsletter.

The five **Values** of Clayton View are:

RESPECT - Treating people, places and things in a way that shows you care about them and think they are important.

KINDNESS - Being friendly, caring and helpful toward others without expecting anything in return even when people don't earn or deserve it.

HONESTY - Being truthful in what you say and do, doing what you know to be right even when it is hard or no-one is watching.

RESILIENCE - Being able to get through the difficult things and being able to 'bounce back' when things don't go the way you would like them to.

EXCELLENCE - Working hard to be the best you can be, in everything you say and do.



RYPPE

Clayton View educators are currently utilising the RYPPE (Raising Young People in Positive Learning Environments) reflective practice tool to ensure that they are continuing best teaching practises across all learning areas. RYPPE is embedded within a positive behaviour framework and aims to increase student engagement as educators strive to develop the whole child across all learning areas. Behaviour consultants are able to observe all educators within the classroom setting and work with the educators in reaching their own person goals within the framework. Since the implementation of the program educators have observed an increase in student engagement and participation. This program allows Clayton View Primary School staff to work towards achieving the strategic directions for public schools for 2020-2024 by unlocking and fulfilling student learning potential.



TEACHWELL

This year we had the opportunity for one of our teachers to attend the Teach Well Masterclass Series. This Masterclass uses a robust research and evidence base to implement high impact instructional strategies to increase student engagement and participation. Jodie Shepherd implemented the instructional strategies in the classroom and demonstrated more than a year's progress and students were able to master concepts at a faster rate and retain the information in long term memory. It was a very successful program and we intend to send more teachers through the program in 2021.



CRUNCH AND SIP

Crunch-n-Sip has been implemented at Clayton View for many years and is embedded in daily practice. All students are encouraged to have a water bottle in their classroom and eat a piece of fruit or vegetable each day during school. The school is lucky enough to fund this program through the assistance of Midland Rotary Club who kindly donate money each year in order for staff to purchase the fresh fruit and vegetables each week for the students. On 16 September we participated in the World's Biggest Crunch. Our P & C prepared beautiful platters of fresh raw vegetables and each class assembled in the outdoors to begin the challenge. We had a Crunch O Meter to measure the noise made as the students were crunching on fresh vegetables.



CLAYTON VIEW PRIMARY SCHOOL SPELLING BEE

The school Spelling Bee was held on 4 September our Year One and Year Two students were invited to compete and experience participating in a Spelling Bee. Our Junior competitors were very enthusiastic and confident. The winner from Year 1/2 was Mikaylah Austic and the runners up Isla Nathan and Chloe Ramsay. The Junior division was very competitive going to eight rounds. Our Junior Champion was Jada Blachut and the runner up Helena Wills. The Senior Champion was Tenaya Humphries and the runner up Shean Ramirez. This annual event is popular with our students with increasing numbers of students participating in the Spelling Bee each year.



CLEAN UP AUSTRALIA DAY

On Friday, 6 March, all students from Pre-Primary to Year 6 participated in Clean Up Australia Day. They collected rubbish from the school grounds and surrounding areas including the creek area and boundary fences. The activity allowed the teachers to consolidate concepts of waste reduction, recycling, reusing and caring for our environment. Mrs Ferris coordinates this event every year for our students.



BUSH TUCKER GARDEN

This year Ms Ferris & Mrs Modic successfully applied for the Woolworths \$1000 Landcare Grant. The grant was used during NAIDOC Week. Students were provided with an information session from Tucker Bush outlining the various plants and their purposes. Mrs Easterday worked with students and families to beautify the bush tucker garden area. Special plant signposts were made and painted by the students along with the totem poles to represent the six Noongar Seasons. Mr Ramirez secured each sign in the bush tucker garden. Thank you everyone for your hard work in creating a beautiful garden area.



ELDER CREEK PLANTING

The Wangalla Brook Project was formed with the support of EMRC staff and the school's sustainability program. It is inclusive of students from all year levels and the hands-on activities are based around caring for the creek. The project aims to develop an appreciation of the cultural significance of the area, an understanding of the impact of rubbish and invasive plants on the health of the creek and to realise their efforts will make a difference, developing 'ownership' of the area.





PJ DAY AND SUPER HERO DAY

This year we held some special days. Two of these were the PJ Day held on 24 July and Super Hero Day held on 5 June. Both Staff and students got into the spirit of both special days and made them an awesome success.



YEAR 5/6 CAMP

Every two years Clayton View Year 5 and 6 students have the fantastic opportunity to attend camp. This year the students went to the Swan Valley Adventure camp on October 19 and 20. During these two days the students were able to participate in Obstacle courses, flying fox and team building games.





ATTENDANCE AND BEHAVIOUR REWARDS

Once a term, students who achieved attendance of at least 90% and who had demonstrated responsible behaviour were invited to participate in reward activities to recognise their achievements. These included; receiving certificates, making models, free dress days, movie and popcorn, free time and an extended playtime or an excursion. One of the most enjoyable reward days was the final one for the year in December. This reward day was based around water play. Students and staff were able to have fun and keep cool whilst going down the water slides and playing on all the inflatable slides bouncy castles.





COMMUNICATION WITH THE COMMUNITY

BOOK WEEK

On 26 August we had our annual Book Week parade in the undercover area. This year's theme was *Curious Creatures, Wild Minds*. The staff and students embraced the theme dressing up in fabulous costumes and characters.



FACTION CARNIVAL

The annual Faction Carnival is one of the most anticipated events of the year for our 'sports minded staff, students and parents. This year we had a large number of people attend and watch our students compete in a variety of events, testing their sporting skills. Points were also awarded throughout the day for demonstrations of good sportsmanship and being a good team member. I would like to acknowledge the work done by Mr Alistair Ball and staff to ensure that the day ran well. It was an incredibly successful day, supported by our tireless P&C members and volunteers from the community for providing a team of judges to assist on the day.

INTERSCHOOL FACTION CARNIVAL

On 6 November Clayton View was very well represented at the Interschool Athletics Carnival at Mundaring Recreation Oval, with all students giving their best effort against much larger schools. We are very proud of their efforts.



NAIDOC WEEK

Our NAIDOC celebrations for 2020 were held on 3 July. The theme for the year was Always was, Always will be. Our school engaged indigenous performers Gina William and Guy Ghouse who are committed to keeping the noongar language alive through song. This interactive and enjoyable performance had students staff and community members learning new words and singing songs in the noongar language. Our school had a performance by Coen Fowler on the didgeridoo as an introduction to the NAIDOC activities. Following the performances students participated in a rotation of activities. These included rock art, Mia Mia building, planting at Elder Creek, Bush Tucker Garden, Boomerangs and symbol drawing with members of our school community.

Thank you to Neville, Geoff, Aurnyn and Cathy for your assistance with the rotational activities. Also thank you to Bridget and family for making damper and kangaroo tail on the fire pit. Mrs Narrelle Thambipillai for organising all of the fantastic activities and Mrs Macaulay for winning grants to pay for the day.



RECONCILIATION DAY

Our school decided on a whole school approach to Reconciliation Week in 2020. Teachers from each class taught explicit lessons and students were engaged in various activities. Indigenous students from Pre Primary to Year 6 created a video for reconciliation week. Special thanks to Mr Desmond for his videography skills and making this possible for us.



COLOUR P&C FUN RUN

What an extremely successful third ever Colour Explosion Fun Run! Again the fun run was on the oval and we had extra warm weather which gave us the opportunity to incorporate sprinklers and hoses. It was wonderful seeing so many families join us in the event and enjoying the splashes of colour and water. Staff, students and parents embraced this special event with great enthusiasm. The students loved participating in this event whilst raising money for the school. A big thank you goes to Bridget Headley, Toni Mason, Peter Wills & all other P&C members and helpers for coordinating the day and for contributing to its success.



DISCO

Even with COVID 19 restrictions, we were able to hold the Clayton View Annual Disco. This year it was a masked ball, with children and staff alike getting involved in the fun of wearing a mask. Once again the P&C did an awesome job keeping the children well fed and hydrated. Thank you to all that gave up their time to make our disco a fantastic success.



VOLUNTEER MORNING TEA

Once again at the end of 2020 we held a morning tea to celebrate and thank the volunteers that make our school programs a success. It takes a village to raise a child and we have a fantastic village of volunteers that make Clayton View programs a success. Thank you so much to all our volunteers and we hope to enjoy your assistance for many years to come.



COMMUNITY SUPPORT FOR OUR STUDENTS

VOLUTEER READERS

We were very fortunate to have Mrs Sue Young coordinate the school Volunteer Readers' Program each weekday morning, from 8:25 – 8:50 am. The volunteers are very well respected by students and staff.

SPORTS CHALLENGE

Once again Dr Garry Tester and his team came out and worked with the students to test and improve their fitness skills and conduct surveys on self-esteem. The coaches demonstrated and educated the students on how to warm up and warm down as part of their exercise fitness session. The coaches worked alongside the teachers highlighting how and what to implement for student improvement.

ED CONNECT

This year we were lucky enough to collaborate with volunteers from ED Connect. The volunteers worked with individual and groups of students. Students enjoy building relationships and learning with the volunteers.

EARNSHAWS REAL ESTATE

Earnshaws Real Estate sponsors our Outstanding School Spirit Award. Each month, a student who demonstrates behaviour which epitomises behaviour which we promote at Clayton View Primary School, is rewarded with a \$25 voucher to spend at Australian Geographic. At the end of the year, one student is presented with a beautiful medallion, a \$50 voucher and their name on a perpetual trophy. Our thanks go to Lyndsay, Kendall and the team at Earnshaws. Real Estate. We appreciate your ongoing support of our students and community.

SPECIAL EVENTS FOR OUR STUDENTS

The following special events are an overview of the major activities undertaken in 2020.

- Clean Up Australia Day
- On-Entry Assessment
- Easter Hat Parade
- SVSHS Incursion
- Volunteer Readers
- Book Fair
- Interschool Winter Carnival
- Colour Fun Run
- SVSHS Showcase Assembly
- Mother's Day Stall
- NAIDOC Day
- Literacy Buddy Incursion
- Sports Challenge Fitness Testing
- Crazy hair and sock day
- Book Week Parade
- The Big Crunch
- CVPS Spelling Bee
- Father's Day Stall
- SVSHS Ace Excursion
- Faction Athletics Carnival
- Cross Country
- In-term Swimming Lessons
- Disco
- Whole School Reward Day
- Volunteer Morning Tea
- Graduation Lunch
- Graduation



Administration:

Sharon MARCHENKO	Principal
Narrelle Thambipillai	Deputy Principal
Gregory Hunt	Deputy Principal
Narelle Macaulay	Manager, Corporate Services

Teaching:

Room 1	Kaitlyn GREGORY / Natalie REYNOLDS	Kindergarten / Pre-primary
Room 2	Judith ROLFE	Pre-primary / Year 1
Room 4	Kelli FERRIS	Year 1/2
Room 8	Jodie SHEPHERD / Clare WARNER	Year 3
Room 9	Jedidiah HUNT / Clare WARNER	Year 4/5
Room 7	Alistair BALL / Genesa CUNNINGHAM	Year 5/6
LITERACY	Bernice MODIC	Literacy Specialist Level 3
MUSIC	Alistair BALL	Music
ART	Ingrid DELURY	Art
DRAMA	Kerry GRAY	Drama
DIGITAL TECHNOLOGIES	Jodie SHEPHERD	Digital Technologies
PHYSICAL EDUCATION	Alistair BALL	Physical Education
SCIENCE	Jed HUNT	Science

Support (Non-Teaching):

Amanda HOGG	Corporate Support Staff
Kellie FOWLER	Corporate Support Staff
Natasha STANICIC	Education Assistant – Mainstream
Rosemary DAY	Education Assistant – Mainstream
Lisa ROGERS	Education Assistant – Special Needs
Tracey HAYES	Education Assistant – Special Needs
Chloe BECKERS	Education Assistant – Special Needs
Brook DESMOND	Education Assistant – Special Needs
Emma HASSON	Education Assistant – Special Needs
Harpreet KAUR	Education Assistant – Special Needs
Vergel RAMIREZ	Gardener / Handyman
Raelene CANT	Head Cleaner
Debbie BASSETT	Cleaner
Esther MAXWELL	Chaplain
Rebecca BOWERS	School Psychologist
Deborah BEECH	School Nurse

STUDENT COUNCILLORS 2020

Our Student Councillors took their leadership role very seriously and were impeccable role models in 2019. We congratulated the following student councillors on their appointment; Tannika Abbott, Edward Egan, Tenaya Humphries, Tegan Nannup, Shean Ramirez, Lawrance Sauoaiga, Nikkita-Lee Stack, Shaylah Tihi, Kiara Williams and Bianca Wookey. They used their leadership skills throughout the year to carry out duties such as public speaking, daily announcements, collecting mail, updating the school notice board, hanging the flags, setting up for special events and greeting special guests, along with many other important jobs that arose in 2020.

FACTION LEADERS 2020

These Faction Leaders demonstrated great maturity and strong leadership qualities in 2020 and assisted with the carnivals, fitness sessions, interschool sports carnivals and setting up the PP playground daily. I would like to thank the following students:

Gold:

Lacey Douglas
Tyler O'Connor
Chanel Comeagain

Green:

Lilly Pratt
Josh Martin
Mabel Durston
Aiden Bin Omar

Red:

Hazel Wheatley
Sebastian Gough
Sophie Abbott
Mariah-Lee Randall-Riley

SCHOOL BOARD MEMBERS 2020

Susan Luce	Chairperson
Toni Mason	Parent Representative
Peter Wills	Parent Representative
Anna Edwards	Parent Representative
Jodie Shepherd	Staff (Teacher)
Narrelle Thambipillai	Deputy Principal
Greg Hunt	Deputy Principal
Sharon Marchenko	Principal

P & C MEMBERS 2020

Bridget Headley	President
Toni Mason	Treasurer
Nicola Rawlinson	Canteen
Peter Wills	Banking
Brooke Smith & Charmaine Hinton	Dress Code Coordinators



EMOTIONAL AND SOCIAL DEVELOPMENT

The school revised the school rules, expectations and behaviour policy at the commencement of the school year. This coincided with Department of Education implementing policies and guidelines, which determined the consequences for specific behaviours. The school worked hard with families and outside agencies to address behavioural issues. This included accessing support and assistance from the School of Special Educational Needs: Behaviour and Engagement.

The Chaplain and School Psychologist provided support. The increased suspension rates is being addressed through the continuation of the MindUp Program which focuses on self-regulation and an understanding of how the brain and emotions work together. This year we also introduced the School Values that are being explicitly taught to all classes.

As a result, the suspension data is as follows:

SUSPENSION DATA	2017	2018	2019	2020
Total Children Suspended	12	17	18	20
Total Days Lost Through Suspension	76	101	136.5	176
Boys	12	15	16	17
Girls	0	2	2	3
Indigenous	7	11	4	8
Non Indigenous	5	6	14	12



ATTENDANCE

COVID- 19 dramatically effected the attendance of all school across the state. As such it is more accurate to utilise the Semester Two data, when 'normal' schooling had resumed. Due to this we can't compare against like schools and the state. Utilising the previous year's data, a reasonably accurate analysis can be undertaken.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public School	School	Like Schools	WA Public School	School	Like Schools	WA Public School
2018	93.8%	92.4%	93.7%	82.1%	79.7%	80.8%	89.3%	87.9%	92.6%
2019	90.3%	90.8%	92.7%	86.6%	76.9%	79.5%	89.2%	85.3%	91.6%
2020	Unable to calculate due to COVID 19								

Attendance Category Summary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	62.2%	20.0%	11.1%	6.7%
2019	54.8%	31.7%	11.9%	1.6%
2020	Unable to calculate due to COVID 19			
Like Schools 2020	Unable to calculate due to COVID 19			
WA Public Schools	Unable to calculate due to COVID 19			

The overall attendance rate has decreased due to COVID 19 and school interruptions. Class Teachers made contact with a student's parent or carer if they had two consecutive days of absence. An extensive range of rewards were enjoyed by children reaching the attendance target of 90% or better. In addition, the Deputy Principals and Principal undertook to ring parents and regularly do 'home visits' after the commencement of school to follow-up with absenteeism. The school developed strong relationships with outside agencies, to provide an external support mechanism to improve student attendance.

EVERY day
counts
attendance matters

Due to NAPLAN not being utilised due to COVID-19 Guidelines, student achievement data can best be represented from 2020 using Progressive Achievement Tests (PAT) in both Maths and Reading. As a school PAT is utilized for diagnostic and whole school analysis.

The tests are completed online at the beginning and end of the year. They are standardised tests which means they are a valid and reliable data source. These assessments are used Australia wide and as such a 'standard of achievement' can be determined.

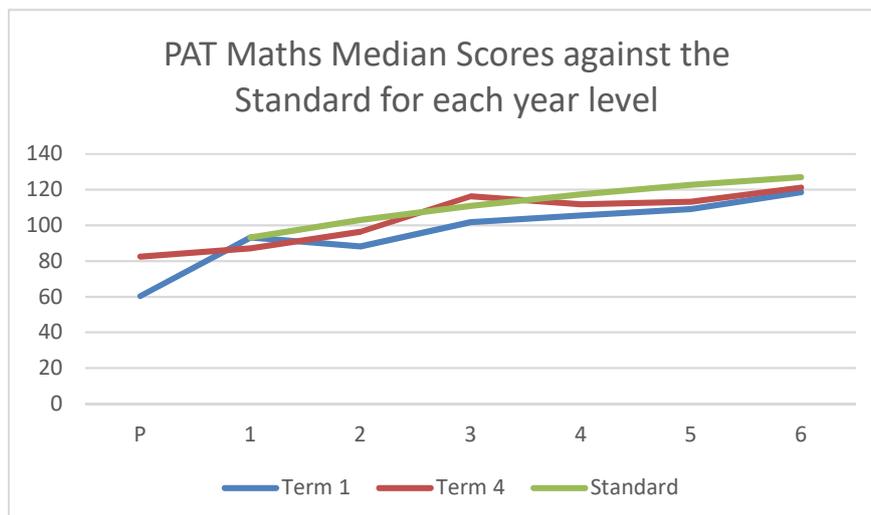
PAT Maths 2020 Term 1 v Term 4

	Students Assessed Twice	Students Increasing by 1 band or more	Percentage Increase
P	27	18	66%
1	13	7	54%
2	16	7	44%
3	21	19	90%
4	17	9	53%
5	14	7	50%
6	15	8	53%

The above data shows tremendous progress particularly in the Year 3 cohort. This is as a result of using a structured teaching model, known as Teach Well. The Teach Well model will be applied in 2021 as teachers become trained in the program.

Term 1 and Term 4 Median (Middle) Scores

	Term 1	Term 4	Standard
P	60.4	82.5	
1	93.2	87.1	93.2
2	88.2	96.5	103
3	101.9	116.3	110.9
4	105.5	111.9	117.4
5	109.2	113.35	122.7
6	118.65	121.25	127



The table and graph above indicates that besides Year 3, all other Year levels are below the standard. However, it must be noted that using PAT that we can't compare our results to those of like schools as we can with NAPLAN. Being able to compare against like schools gives a more accurate picture when the factors that can effect student achievement are taken into account.

ON ENTRY MATHS

On Entry assessments are standardised assessments are conducted with all Pre-Primary students in West Australian public schools. The Term 1 program is mandated in order to provide each Pre-Primary teacher with information on all children in the class. It assesses the Literacy and Numeracy skills considered critical to early and ongoing educational development. The teacher works through a set of tasks and questions with each child in a one-to-one situation and records their responses online. Some tasks can be incorporated into the classroom program during the assessment period.

It is not mandated for Year 1 and 2 students, however our school elects to assess these students to ensure that they are making the appropriate levels of progression and are able to intervene early to address any specific learning deficiencies.

On Entry assessments are a diagnostic tool that does not have a pass or fail or a desirable standard. Our school as part of our Business Plan has set achievement and progress targets for Pre Primary to Year 2. These targets are to be met by 2022, but the data below shows the status of these targets in 2020.

Target	Actual
70% of PP students will achieve 361 or above in On-Entry Numeracy Module 1.	83%
70% of Yr 1 students will achieve 441 or above in On-Entry Numeracy Module 2.	50%
70% of Yr 2 students will achieve 526 or above in On-Entry Numeracy Module 3.	43%

The data indicates that the current cohort of Pre Primary Students are exceeding their target, while the other year groups are still progressing towards the targets.

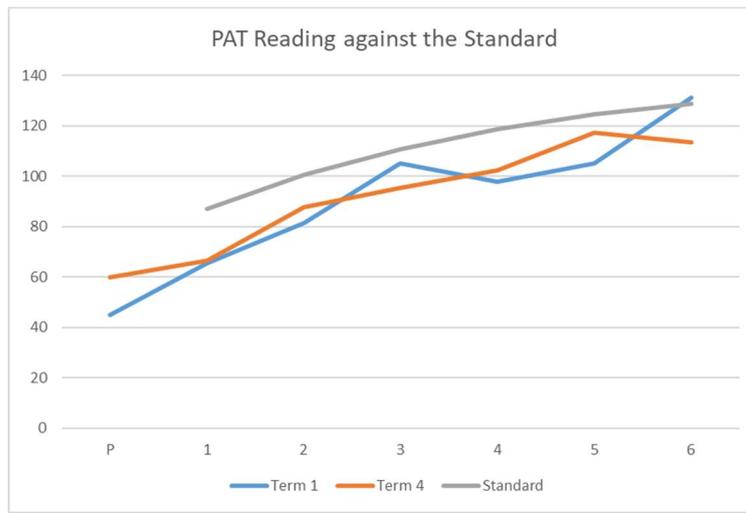
PAT Reading 2020 Term 1 v Term 4

	Students Assessed Twice	Students Increasing by 1 band or more	Percentage Increase
P	25	20	80%
1	12	4	33%
2	16	9	56%
3	20	11	55%
4	10	5	50%
5	14	7	50%
6	13	3	23%

The data reflects very pleasing progress in Pre Primary, although the remaining year levels have had approximately 50 % of the students improve their performance. This is due to the increasing complexity of the tasks and the requirement to read more difficult texts. The staff have scrutinised the data and the key area for improvement will be that of inferential comprehension.

Term 1 and Term 4 Median (Middle) Scores

	Term 1	Term 4	Standard
P	45.05	60.1	
1	65.6	66.5	87.1
2	81.5	87.8	100.5
3	105.3	95.4	110.9
4	97.7	102.3	118.7
5	105.2	117.5	124.5
6	131.25	113.4	128.8



When reflecting on the above, it demonstrates we are below the standard.

On Entry Writing

Target	Actual
50% of PP students will achieve 250 or above in On-Entry Writing Module 1.	20%
50% of Yr 1 students will achieve 350 or above in On-Entry Writing Module 2.	70%
50% of Yr 2 students will achieve 450 or above in On-Entry Writing Module 3.	80%

Oral Language (Speaking & Listening)

Target	Actual
50% of PP students will achieve 451 or above in On-Entry Speaking & Listening Module 1.	50%
50% of Yr 1 students will achieve 540 or above in On-Entry Speaking & Listening Module 2.	55%
50% of Yr 2 students will achieve 501 or above in On-Entry Speaking & Listening Module 3.	45%

In 2020 Clayton View Primary School priorities were aligned with the Department of Education Focus

Provide every student with a pathway to a successful future.

- Support learners to make the best start with access to high quality, evidence-based learning opportunities in the early years.
- Analyse data and evidence to better understand student, school and system performance.
- Identify the needs of individual students to develop evidenced-based approaches to support them to succeed in their pathways
- Know the literacy and numeracy needs of every student, to support them to build foundational supports.
- Engage all students in STEM.

Strengthen support for teaching and learning excellence in every classroom.

- Embed whole-school approaches and professional collaboration to strengthen teaching, learning and leadership.
- Create the conditions for students to develop their personal self-worth, self-awareness and identity.
- Develop and use knowledge of Aboriginal histories and experiences, cultures and languages, and family relationships to positively impact student wellbeing and achievement.

Build the capability of our principals, our teachers and our allied professionals.

- Maintain the health and wellbeing of staff and implement a health and wellbeing strategy to support all employees.

Support increased school autonomy within a unified public school system.

- Sharpen the focus of networks on outcomes for students and staff development.

Partner with families, communities and agencies to support the engagement of every student.

- Strengthen partnerships with agencies and other providers to assist students with complex needs.
- Work with partner agencies and providers to support children to be ready for school.
- Improve collaboration with agencies and providers to enhance our services and support for students with disability.

Use evidence to drive decision-making at all levels of the system.

- Use data and evidence to ensure decisions are made in the best interests of children and their outcomes.
- Use data including student voice to examine the impact of teaching.
- Track and monitor attendance and retention.



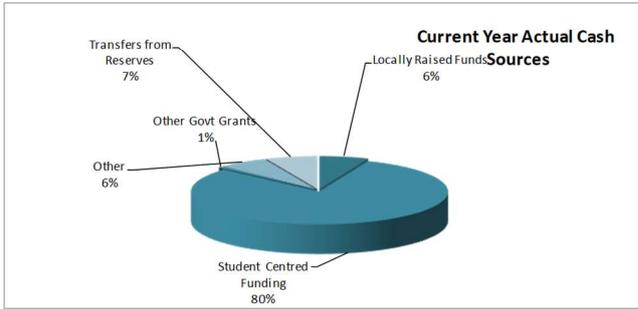
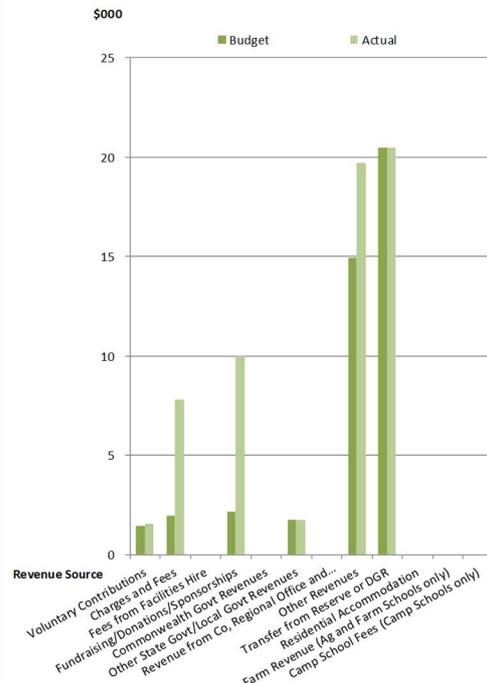
SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2020

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Clayton View Primary School Financial Summary as at 29 January 2020

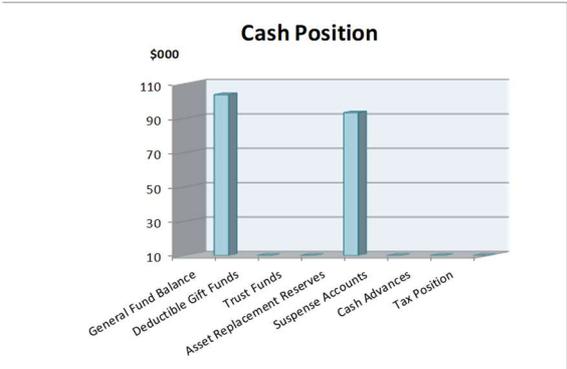
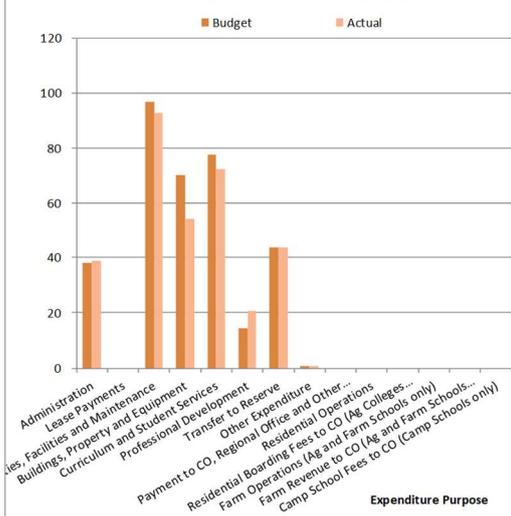
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 1,460.80	\$ 1,533.95
2	Charges and Fees	\$ 1,937.00	\$ 7,858.70
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 2,162.00	\$ 10,047.29
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,770.00	\$ 1,770.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 14,927.00	\$ 19,679.71
9	Transfer from Reserve or DGR	\$ 20,456.00	\$ 20,456.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 42,712.80	\$ 61,345.65
	Opening Balance	\$ 113,040.79	\$ 113,040.79
	Student Centred Funding	\$ 250,000.00	\$ 252,191.33
	Total Cash Funds Available	\$ 405,753.59	\$ 426,577.77
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 405,753.59	\$ 426,577.77

Contingencies Revenue - Budget vs Actual



	Expenditure	Budget	Actual
1	Administration	\$ 37,886.00	\$ 38,612.41
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 96,559.00	\$ 92,844.66
4	Buildings, Property and Equipment	\$ 70,140.00	\$ 54,274.61
5	Curriculum and Student Services	\$ 77,431.00	\$ 72,420.31
6	Professional Development	\$ 14,500.00	\$ 20,660.82
7	Transfer to Reserve	\$ 43,500.00	\$ 43,500.00
8	Other Expenditure	\$ 817.00	\$ 701.39
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 340,833.00	\$ 323,014.20
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 340,833.00	\$ 323,014.20
	Cash Budget Variance	\$ 64,920.59	

Contingencies Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 197,191.37
Made up of:	\$ -
1 General Fund Balance	\$ 103,563.57
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 93,060.70
5 Suspense Accounts	\$ 1,480.10
6 Cash Advances	\$ -
7 Tax Position	\$ 913.00
Total Bank Balance	\$ 197,191.37