

2016 Annual Report to the School Community



School Name: Clarinda Primary School

School Number: 3336



Name of School Principal:	Robbie Mallett
Name of School Council President:	Joshua Bernshaw
Date of Endorsement:	21 st March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

At Clarinda Primary School engaging students is our core business. Our school is family-orientated and provides a supportive yet challenging environment where quality teaching and high expectations in learning and behaviour continue to achieve excellent results. **Care, Achievement, Respect and Excellence** are the values that support our students in their personal and academic growth.

Our students are expected to be active participants in their education and take appropriate responsibility for themselves as learners. We encourage all students to demonstrate a sense of optimism, responsibility, tolerance and inclusiveness in all their personal and social interactions. Clarinda's strong student welfare approach is reflected in the excellent responses to the Parent Opinion and Student Attitudes to School surveys. We value socially competent students who are aware of their responsibilities to the wider community. We offer all students, staff and families a strong sense of community. Our older students are actively encouraged to undertake social responsibilities through the Buddy system and School and House Captain opportunities.

The educational partnership embraced at Clarinda enables our students to develop and grow in a supportive environment dedicated to providing a stimulating, challenging curriculum that maximises the success of individuals and empowers students as life-long learners. We also provide additional support through the Literacy Intervention and Integration Program and Individual Learning Plans for those who are above and below the expected level. In addition, our school-based Speech Therapist provides vital student support. Occupational Therapy needs for students with a disability have been addressed through the weekly "Bounce and Hit" Tennis Program.

The pedagogical focus is to provide an inclusive teaching and learning program, with teachers working closely together to best meet the needs of all students. We identify individual student needs and customize the teaching strategies to improve the learning outcomes for all students. Our Primary Connections program which links Science with Literacy from Prep to year 6 covers Physics, Chemistry, Biology and Earth Sciences. Our students are highly engaged in this very successful inquiry based program. Clarinda has an outstanding reputation in the community with exemplary specialist programs; Music, Art, Physical Education, Library and LOTE (Modern Greek) are the specialist areas which develop our students as well-rounded individuals.

The Greek LOTE program is strongly supported by the Greek Consulate which provides a seconded teacher from Greece to work with our students. The LOTE program is recognized as the outstanding primary school program by the Greek Consulate. A variety of extra-curricular activities is available: Junior School Council, annual performing arts concert, choir, dance group, leadership opportunities with the John Monash "Little Scientists", Dolphin Research Institute (i sea, i care), after school Greek lessons, chess, drama, lunch time clubs, environmental program, out of school hours music tuition as well as the Excel music program and sport. Interschool sports, swimming, annual camp, incursions, excursions and the Grade 3 sleepover are very popular features of the educational experience.

Our very popular pre-prep transition programs for 3 and 4 years olds focus on numeracy and literacy skills which prepare the children for a very successful start to their education.

The caring and dedicated Out of Hours School Care staff members ensure that our program is second to none. The students enjoy a varied and comprehensive experience.

Our modern computer facilities enhance student learning opportunities and outcomes. Laptops, iPads, interactive whiteboards/TVs and a variety of digital recording devices round out the facilities available to our students. The laptop/iPad: student ratio was less than 1:2

The air-conditioned classrooms are bright and stimulating and the Hall complex enables a variety of activities. Outstanding sporting equipment and facilities, including extensive playing fields, basketball and netball courts, two cricket practice nets, a long jump pit, and football and soccer fields, have been built through grants and partnerships with community groups. Our students are enthusiastically engaged in the fully funded Sporting Schools Program both during class time and after school.

Home-school relationships are very important. Parent participation and feedback indicate that the close connections



we have established are highly valued. We deeply appreciate the caring support our parent community gives to the students and staff. While teachers are central to our students' education, they are but one part of the team with parents encouraged, at all times, to communicate with teachers and school management on issues that are of interest or concern to them.

School Council operate and manage the Out of School Hours Care (OSHC) program within the school. OSHC offer a before and after school care program.

The school had 26.25 full-time equivalent staff: 2.0 Principal Class, 17.55 teachers, 6.7 Education Support Staff, 0.4 school funded Speech Pathologist and 0.1 school funded local technician.

Framework for Improving Student Outcomes (FISO)

The priorities and initiatives for the school in 2016 included:

1. Excellence in Teaching and Learning – Curriculum Planning and Assessment
2. Professional Leadership – Building Leadership Teams

Curriculum Planning and Assessment & Building Leadership Teams

During 2016, a significant investment of resources (Equity funding) was made towards the Bastow Institute course, "Leading Literacy". Two staff members attended the course with the goal of leading the growth and profile of Literacy within the school. Approximately 80 hours of Professional Learning was completed with the introduction of the Readers and Writer's Workshop Model. With full implementation to occur in 2017 to support the new School Strategic Plan (SSP).

Additional staff members attended Bastow Institute modules to build capacity in the teaching and learning of Literacy. Essential Assessment in Numeracy was introduced in 2016 to assist staff in the triangulation of data literacy.

The school Leadership Team spent the year informing and gathering data for the School Review process. Professional Development, engaging with the community including students, parents and staff, provided the Leadership Team with valuable data to complete the school Self-Evaluation.

Achievement

NAPLAN testing takes place in May each year and these results should be seen in light of the fact that this is a mid-year assessment. The NAPLAN Relative Growth for Year 3 – Year 5 shows the following percentages of students in the medium and high achievement levels: Reading 67%, Numeracy 62%, Writing 43%, Spelling 42.9% and Grammar and Punctuation 64.3%. While Reading showed growth from 2015, all other areas are below the school's expectation of students in the "medium to high level" in relative growth.

To address improvement in student performance and outcomes, the 2016 Equity Funding was used for teacher professional development in Literacy, Numeracy and Curriculum Leadership. Professional Development in curriculum programs such as the Reader's and Writer's Notebook model. Words their Way (spelling program) will be implemented in 2017 to strengthen our whole school approach to Literacy. In Numeracy, we continued to access the most appropriate professional development to support our students and staff. We continued to use our comprehensive planning documents to ensure consistency across all classrooms.

As a school, we implemented a range of school-wide learning strategies, assessments and diagnostic tools which assisted in identifying each student's stage of learning and thus their individual educational needs were supported. We continued to utilize rich data to inform teaching and learning. In 2016 all students in Years 2-6 were assessed against the PAT Reading and Numeracy and data analyzed. Staff then analysed this data to guide their planning and teaching.

During 2016 we continued to strengthen our focus on Numeracy and Literacy through professional development. The Science and Literacy Program; Primary Connections, has been embedded in the curriculum across the school. Senior students have accessed the Little Scientists program conducted by the John Monash Science School thus enabling them to participate in scientific investigations.

We have a balanced emphasis on literacy and numeracy fundamentals with a rich enquiry-based curriculum; including Art, Music, ICT, PE and LOTE.

Our outstanding LOTE (Greek) program has continued to be very well supported by the Greek Consulate which regards



it as the best primary school program in the state. Support from the consulate includes the resourcing of a teacher at a full time fraction of 0.4.

On the Parent Opinion Survey, parents rated their General Satisfaction with the school at 92% thus confirming that their children’s needs are being met to a very high degree.

All Program for Students with Disabilities showed progress at satisfactory or above in achieving their learning goals. The students were ably supported by the Education Support staff, our Speech Pathologist and the gross motor skills program.

The Teaching and Education Support staff at our school is to be highly commended for their dedication, skills and commitment to our community. They have successfully established and maintained an excellent education environment in which all students are expected to achieve. The Student Attitudes to School and the Parent Opinion Surveys reflect their high level of confidence in their teachers.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student engagement was fostered through a strong sense of belonging, inclusiveness and the differentiated curriculum. An excellent and extensive suite of extra-curricular activities has further supported student engagement. Library club, choir, drama club, chess club, Fitness Club, active participants in the Ride to School initiative and a range of sporting equipment available to students during breaks foster cooperation, teamwork and positive relationships. The Physical Education and Sport program has provided opportunities for our students to compete at higher levels. The *Sporting Schools* program has proved to be very popular and was well-attended throughout the year.

Senior students were actively engaged in the *i sea, i care* program in which they educated middle school students about the conservation issues related to Port Philip Bay. A group of students attended the John Monash “Little Scientists” program and engaged with a range of students from local schools. They shared their experiences and new understandings with other senior students and included articles for the newsletter. The annual camp for Grades 4-6 students which is held early in the year provided a great opportunity to develop friendship bonds in an exciting and challenging outdoor environment at Camp Rumbug.

Our whole school approach to student management focused on respect for community values and engagement with learning in our classrooms. Our underlying values of respect, inclusiveness and endeavour support our successful student engagement.

Feedback from parents and students, plus our increasing enrolments, demonstrate the excellent scores of the 2016 Attitudes to School Survey have been maintained. General Satisfaction as reported in the 2016 Parent Opinion Survey scored 92%; an emphatic positive response.

The 2016 Attitudes to School Survey for Grades 5 and 6 students recorded Learning Confidence 81%, Student Motivation 94%, Classroom Behaviour 83%, School Connectedness 70% and Teacher Empathy 84%; all of which indicated strong student engagement in their education at Clarinda Primary School. It is very pleasing to note that we are significantly above the state mean in 9 out of the 11 survey domains.

A school-funded speech pathologist and specialised motor skills programs supported students in need across all levels. Of particular note is the way in which our students with disabilities are accepted and supported by the student community. Care for those with special needs ranks very highly with their peers. Over many years we have developed our highly successful PSD program that generates significant funds to support students and staff. Given our well-recognised program, families continue seeking us out from far afield.



Overall, student attendance was above the State average. The majority of students achieved excellent attendance rates (student absence mean - 14.40 days compared to the state mean - 15.07 days) however, a growing number of students are absent due to extended holidays to the country of family origin and a few children with chronic health issues. Parents continue to be encouraged to take family holidays during the holiday period.

The continuing employment of our English as an Additional Language (EAL) teacher has provided excellent support and pastoral care to our high EAL cohort (43%). This teacher worked closely with, and continues to be supported, by the Noble Park English Language School.

Our teachers and students worked in a stimulating, safe and nurturing environment where teaching and learning are at the centre of all that we do.

Wellbeing

We have strong programs in place to support the various transitions made by our students; into the school, between grade levels and exiting from the school.

Our Prep students' transition to school was nurtured and supported by our excellent pre-school transition programs conducted throughout the year prior to their commencement in Prep. Our Buddy System supported the Prep students' social confidence and also provided the older Grade 4 Buddies with opportunities to further develop their own social skills in supporting and caring for the younger students.

Strong communication links with our feeder pre-schools were maintained and further developed to create a broad community of education. Regular pre-school newsletters and information packs are distributed to our feeder kindergartens to generate improved communication with prospective families. Our Prep children came from 22 different centres and, due to the school's reputation, families are prepared to travel significant distances to enroll their children at our school.

This year we continued a number of quality programs which enhanced transition between levels e.g. our Better Buddies Program and the in-class mentors. An extensive transition schedule across grades in Term 4 has been successfully implemented, enabling our students to spend significant time with their next year's teacher exploring the highlights of the new school year. Welcome to Clarinda Days were organised for students (other than the Foundation students) entering CPS the following year. By meeting their new teachers and peers, the new students were well prepared to commence the following year. New students were also supported with the Student Induction Booklet; a comprehensive booklet which was provided to students transitioning from other schools. This is distributed to all new students entering the school throughout the year.

Our Year 6 students enrolled in a range of local government and non-government schools. Their transition was supported by close and personal communication with the new schools. The Year 6 Graduation program, our curriculum emphases in Personal Development in Term 4, plus building strong relationships in student-based activity days with our secondary feeder schools have assisted our students to make successful transitions to secondary school.

The Junior School Council has given its members the opportunity to develop leadership skills while working with the school and the wider community. Council members organised and conducted a range of activities from lunch time sport competitions to fundraising for wider community causes.

Of particular note is our Program for Students with Disability. We had 11 students who were very ably supported by our highly professional Education Support Staff. The students made significant progress in all areas of their Individual Learning Plans (ILP). It continues to be a strong and well-recognised feature of our school that the PSD students are accepted, engaged and supported by their peers.

For more detailed information regarding our school please visit our website at
www.clarindaps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 293 students were enrolled at this school in 2016, 143 female and 150 male. There were 43% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>60%</td> <td>7%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>56%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>43%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>57%</td> <td>43%</td> <td>-</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>50%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	60%	7%	Numeracy	38%	56%	6%	Writing	57%	43%	-	Spelling	57%	43%	-	Grammar and Punctuation	36%	50%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	60%	7%																							
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Writing	57%	43%	-																							
Spelling	57%	43%	-																							
Grammar and Punctuation	36%	50%	14%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	94 %	92 %	91 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	94 %	92 %	91 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

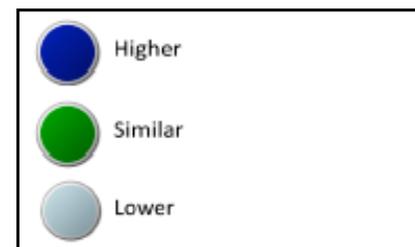
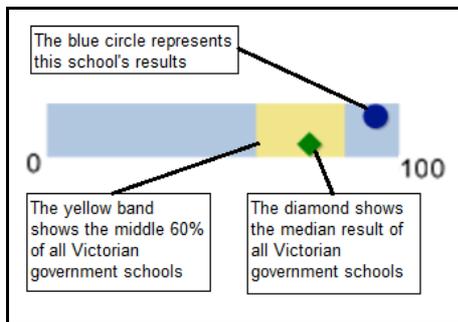
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

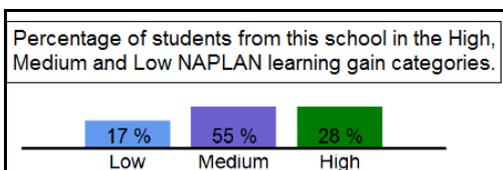
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,310,084
Government Provided DET Grants	\$307,430
Government Grants Commonwealth	\$45,980
Revenue Other	\$5,033
Locally Raised Funds	\$318,056
Total Operating Revenue	\$2,986,583

Expenditure	
Student Resource Package	\$2,272,057
Books & Publications	\$2,374
Communication Costs	\$3,247
Consumables	\$67,757
Miscellaneous Expense	\$82,720
Professional Development	\$11,548
Property and Equipment Services	\$142,400
Salaries & Allowances	\$237,074
Trading & Fundraising	\$63,323
Utilities	\$20,312
Total Operating Expenditure	\$2,902,812

Net Operating Surplus/-Deficit **\$83,771**

Asset Acquisitions **\$12,162**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$127,142
Official Account	\$29,345
Total Funds Available	\$156,487

Financial Commitments	
Operating Reserve	\$102,989
Revenue Received in Advance	\$27,174
School Based Programs	\$26,324
Total Financial Commitments	\$156,487

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

Clarinda PS continues to maintain a sound financial position. Clarinda PS was able to achieve a surplus in 2016 due to staffing arrangements that ensured we could provide a staffing profile that catered for the needs of all students, in particular, the Equity Funding allocation of resourcing towards Literacy Intervention.

Our increasing bank balance has enabled us to raise the profile in Literacy and Numeracy for 2017. The Addition of classroom libraries in 2016 for all classes as well as the purchase of quality literature and a spelling programs will contribute to best practice of teaching and learning. This supports our whole school focus on Reading and Writing. Future additional purchases will contribute to the Lego Robotics and Coding program within a multi-media center.