

Clemton Park Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Clemon Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Paul Robinson

Principal (Relieving)

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Message from the Principal

I would like to begin the 2018 Annual School Report by acknowledging the Bidigal people who are the traditional custodians of the land upon which Clemon Park Public School is located.

It is a privilege to be the relieving Principal of Clemon Park Public School. Our school is a wonderful example of the excellence made possible through a strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

In 2018 academic results were strong across all Key Learning Areas reflecting the passionate commitment of our teachers to improving student outcomes. The school continued to provide a rich set of opportunities for students to demonstrate excellence outside of the classroom: from our student leadership program to a wide range of extra-curricular, sporting and creative activities.

Our P&C have continued to be a bedrock of support – both financial and emotional – for staff and students in 2018. It is their involvement in the school and the shared sense of the educational enterprise that makes CPPS a very special place indeed.

Our students, staff and community enjoy a friendly and caring environment believing and proudly exemplifying our school values of Respect, Caring, Co-operation, Resilience, Commitment and Freedom. Clemon Park's vision is "Pursuing Excellence". We always remember this in all we do. Every individual community member endeavours to pursue excellence at all times.

Some highlights for the year included:

* Amazing NAPLAN results; Year 3 students scored above State average in all areas – remarkable results; Year 5 where students scored above NSW DoE average in Spelling, Grammar and Punctuation and Numeracy.

* First place overall school winner for the Sydney Region Dance Sport Challenge.

* Community of Schools success with a culmination of the schools in the community attending a community showcase, an immersion day and a band workshop/concert at Kingsgrove North High School.

* Supporting our ongoing commitment to environmental sustainability. It was a pleasure watch the gardens grow as much as the children.

At CPPS we educate the whole child of today to become the successful person of tomorrow. A graduate of CPPS leaves

as a child of competence, conscience, commitment, compassion and confidence. I wish all our Year 6 students success for their high school years. Remember all the friendships you have made that will be in your lives forever.

In 2019, the school will move with the world and educate our students as 21st Century learners. At CPPS we believe that in working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers; and engaged learners, leaders and responsible citizens. Our legacy will be building the capacity of our community for a better future with the ability to embrace 21st Century changes to build a better today and tomorrow.

The school community will provide essential skills and abilities for each student: in literacy and numeracy; to be creative and productive users of technology; to think deeply and logically; to obtain and evaluate evidence in a disciplined way; to be creative, innovative and resourceful; to plan activities independently, collaborate, work in teams and communicate ideas; and to make sense of their world.

I thank everyone who has contributed to making 2018 another highly successful year and it is with great pleasure that I present this report outlining the outstanding achievements of the students, staff and parents of CPPS.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Robinson

Principal

Message from the school community

2018 gave us a chance to work behind the scenes on improving our internal P&C Systems, a few new initiatives and the continued smooth running of our Uniform Shop.

There were no major fundraising events this year, however the events we did hold were well supported by our parents, grandparents and carers with some events having more volunteers than needed, which shows a fantastic school spirit. Without our volunteers we wouldn't be able to support our school with additional funding or strengthen our school community.

Our fundraising goal was to assist with flexible classroom furniture and in achieving this goal we were able contribute funds for 4 classrooms to be converted to a flexible learning style classroom. Flexible learning spaces are a student focused approach to teaching allowing the children to select a seating arrangement that is comfortable to them and removes noise from learning. The teachers are reporting an increase level of student learning and class participation.

Additional funds raised were for our Year 6 students farewell activities – Jamberoo, year book and farewell dinner. This goal was also reached and the Students celebrated in style with a Hollywood theme.

We also spent some money upgrading the uniform systems to allow a faster purchasing experience for parents, more accurate inventory tracking and a more streamlined end of day activities.

Our total funds raised for 2018 was \$32,355 we will start 2019 with a balance of \$48,000. The existing balance will be used for some uniform supply costs.

Core fundraising activities remained the same for 2018, as well as the introduction of a Winter Disco. The disco was held in June and attracted a similar attendance to our end of year event. Something we will look to continue in the future.

We continued to purchase gifts for the Mother's Day and Father's Day stalls and while the return isn't as significant as when gifts are 100% donated by our families, it is a much simpler and manageable event, we will continue this in 2019.

We introduced School Banking through the Commonwealth Bank, giving children and opportunity to bank each week with great prizes on offer each term, this initiative will continue in 2019.

This year in week 6 we held a breakfast for our Kindergarten parents. It was a great way for our new families to be welcomed into our school community and something we'd like to continue.

We trialled a new menu at our athletics carnival, changing the sausage in a roll to a souvlaki wrap or sandwich. The trial reduced our orders significantly, therefore the menu options will be discussed at our May P&C meeting to see what parents prefer.

The second half of the year our meetings moved to Wednesday, however it has been decided to revert to the traditional format of the first Tuesday of each month.

One of our ongoing fundraisers in our Memory Tree, located on the fence near the Bexley Road carpark. Our students are able to purchase a leaf for the tree to commemorate their time at CPPS. This will be an ongoing fundraiser with the aim to cover the fence and add some colour to the playground. Forms for the tree are available all year in the front office.

Our Uniform shop volunteers worked tirelessly in order to revamp our sales system and keep stock levels at a manageable level. We had an issue with the supplier of our winter jacket which resulted in a change of supplier and style that was voted on by students, teachers and parents.

This jacket will be available in all sizes for our Term 2 uniform changeover, it also comes with a location tracker so if it ends up in lost property the parents will be notified via a text message. I'd like to take this opportunity to thank our team for all their efforts and for the outstanding financial contribution the uniform shop contributes to our overall funding.

Our P&C meetings are held on the first Tuesday of every month with the first meeting being held in February. Thank you to our committee members for their efforts and continued support of our school.

Thank you also to Mr Robinson and Mrs D'Arrigo and all the staff at Clemtton Park for volunteering their time at various events through the year it is greatly appreciated.

Nicole Moss P&C President 2018

Message from the students

Being the school captains for 2018 has been an honourable privilege. Clemtton Park Public school caters for over 600 students each year. All year round the captains and prefects are very busy helping to maintain the school in many ways. Each week the captains and prefects are allocated different jobs. These jobs include office duties, canteen duties, reflections, morning lines and flags and gates.

That is not the only leadership opportunities that happen at Clemtton Park Public School. At Clemtton Park everyone is leader in their own way. We have many leadership opportunities by joining the SRC, EST, class captains, library monitor house or vice captains and captains and prefects. Throughout this year we have had many opportunities to represent the student body attending canteen meetings and annual report meetings.

At Clemtton Park students are always striving to be the best they can be and learn as much as they can each day. Students are given the choice to achieve this by participating in sporting events, Greek dancing, choir, band, public speaking and debating.

As captains of Clemtton Park Public School we believe the school has may great aspects and opportunities provided for each student. So we would like to thank the teachers and students for electing us captains for 2018 and for lovely seven years.

V Papacosta and H Cammaroto

School background

School vision statement

At Clemon Park Public School we believe that working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers; and engaged learners, leaders and responsible citizens. Our legacy will be building the capacity of our community to become future focused learners. Clemon Park Public School, is committed to providing quality education in a nurturing, innovative learning environment so that all students can be active, confident participants within our ever changing, challenging world. The school will implement teaching and learning and change pedagogy resulting in a growth mindset to best prepare students for the future. The vision is held within the context of leading learning of essential skills and abilities for each student in literacy and numeracy; to be creative and productive users of technology; to think deeply and logically; to obtain and evaluate evidence in a disciplined way; to be creative, innovative and resourceful; to plan activities independently, collaborate, work in teams and communicate ideas; and to make sense of their world.

School context

Clemon Park Public School services students from the local community and beyond. The school has established a reputation for providing quality education, comprehensive sporting programs and dynamic creative and performing arts programs. It is a P3 school, comprising of an executive staff of 1 Principal, 1 Deputy Principal and 4 Assistant Principals. Current student enrolment is around 621, 85% of whom are from LBOTE. Our school has a high reputation in the community for scholarship, sport, student behaviour and the commitment of the teaching and ancillary staff to the welfare and the development of the pupils. The school is comprised of 24 classes. Specialist programs include Support Teacher Learning Assistance, Early Intervention, maths mentor initiative, English as an Additional Language or Dialect, Enrichment programs, and a Community Language program in Italian and Greek.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning Domain

Students at Clemon Park PS have a high level of engagement, try hard to succeed in their learning and have positive relationships at school.

A major focus for the strategic plan has been a professional development program which has allowed for school leaders to work with their staff to develop and enhance quality teaching practices and to differentiate the curriculum. There has been a focus on quality learning and the implementation of formative assessment strategies including self-assessment and reflection by students.

Many teachers are effectively collaborating with their students regarding their learning intentions.

Teachers meet on a regular basis in their grade group to design and discuss results of assessment tasks. The school

The school has an assessment schema (ESR) to ensure consistent assessment practices across the school. Consistent rubrics and assessment tasks are available for student use to reflect on their own learning.

The Community of Schools (CoS) is active with exchange of ideas, collaboration on planning and implementation of programs. The CoS has been successful in identifying knowledge and skills of CoS staff. This has contributed towards enhancing the skills of teachers.

The school is achieving a value added score comparable to similar schools. Students are achieving well above national minimum standards. The growth for Year 5 is as expected for Year 5 in 2018.

PLAN data and other scores are used to monitor growth and create individual learning plans for students. Equity groups

in the school are achieving at similar levels to all students as evidenced in the Schools Excellence data.

Within the **Learning Domain** we believe that our current level of performance is "**Sustaining & Growing**".

Teaching Domain

The school is focused on the continual development of our teachers. A major focus for professional learning for all teachers in 2018 has been the consolidation of new syllabi. The school has adopted a planning process for each curriculum in which a planning committee is established (one staff member from each stage), a standard teaching/learning proforma is used and developed by the committee and then a planning week is established for all staff to have the opportunity to familiarise themselves with the syllabus, the development of the scope and sequence, the writing of teaching and learning activities and assessment/rubric created for the curriculum being investigated. To date this process has worked for Maths, English, Geography, Science and History. PDHPE will be the focus for 2019.

Staff have been engaged in the area of writing as a professional learning activity and establishing individual learning goals for students. This learning will continue with the addition of numeracy goals in 2019.

Staff understand where their students are experiencing difficulty and use results of assessments to inform planning rubrics.

Assessment tasks are administered on a regular basis across grades and stages to monitor student learning outcomes. Targets are set based on data analysis from external and internal measures.

Grades and stages meet on a regular basis to collaborate on curriculum, scope and sequences and assessment tasks to ensure consistency.

All classrooms are well managed ensuring productive learning with minimal disruption.

Teachers ensure that the various needs of students are addressed through differentiation in planning and delivery of teaching programs. There is a particular focus on developing improved teaching in literacy and numeracy.

Timely feedback is provided for students through a variety of formative assessment tools and strategies and three way interviewing.

Staff refer to their Performance and Development Plan (PDPs) in planning their individual professional development. The PDPs are reviewed collaboratively with leaders and colleagues. Teachers are willing to adopt new and current trends to improve their teaching and the outcomes of their students.

Within the **Teaching Domain** we believe that our current level of performance is "**Sustaining & Growing**".

Leading Domain

Clemtion Park Public School is committed to leadership development. There are numerous opportunities for staff members to adopt leadership roles. During 2018, staff were given the opportunity to lead staff in KLA & management committees and also within a number of programs.

Staff are positive about working with the school leadership team and have indicated this through the Tell Them From Me and People Matter survey.

They have indicated that there is collaboration for creating opportunities, monitoring students and creating and maintaining a harmonious environment. Staff generally believe that they are supported during difficult times. The systems leadership plan continued in 2018. It continues to assist in facilitating school targets in educational practice. The school has an excellent relationship with a number of universities – 30 practicum students were supported in 2018.

Our school community is positive about the school and education provision. The parent satisfaction survey indicated that they feel welcome in the school. We have a very high attendance rate at all community events including: Easter Hat Parade, School interviews, Mother's Day, Father's Day, assemblies and sports carnivals.

Regular evaluations are completed and ascertain effectiveness of programs e.g. Awards and Discipline Policy, PDP program, maths mentor initiative, early intervention.. The three year plan is also reviewed regularly to ensure milestones are being achieved. Regular grade, stage and staff meetings allow for collaboration and opportunities to discuss programs, ideas and innovations.

The school is well organised with strong administration and financial practices. Clemtion Park Public School is a school in which finance is monitored through sophisticated budgeting practices with the budget meetings held each term.

The school has excellent facilities. Learning spaces are used effectively with a number of innovative practices (open

learning, team teaching, information skills and computer labs). 21st Century learning furniture has been purchased for a number of learning spaces.

Within the **Leading Domain** we believe that our current level of performance is "**Sustaining and Growing.**"

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Learning

Purpose

To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.

Overall summary of progress

Clemton Park Public School measured and evaluated the impact and made decisions about adjustments and progress of all the Milestones in Direction 1.

The school used internal and external evidence to triangulate the evaluation of each process of Direction 1. The evidence used was as follows: *Internal–student assessment (Best Start), SCOUT reports, work samples, student reports and PLAN data

*External–NAPLAN, Growth/Value added and results in external competitions

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning in the area of Literacy and Numeracy.	2 days relief (\$1000); Validation budget 2 days relief (\$1000); English budget Resources (\$500); English budget 2 days relief (\$1000); English budget Resources (\$1000); English budget	There has been an increase in the proportion of students actively engaging in their learning. This is due to increased number of staff (including specialists) authentically implementing visible learning strategies and growth mindset lessons. Professional development in these areas has had a positive impact on all stakeholders.
Increase the proportion of students engaged with the wellbeing initiatives of the school.	2 days relief (\$1000) WH&S budget 2x casual \$1000 Student Welfare budget. \$4000 – awards & medals; Student Welfare budget	Whole school wellbeing practices and programs have been maintained throughout the year. Staff have unpacked the Wellbeing framework and investigated a range of social skills and wellbeing programs available. The success of the K–2 and 3–6 playground group, has seen an increase and impact in positive behaviour and social skills amongst students who participated. The implementation of peer mediation training in Year 5 has provided students with improved leadership, conflict resolution and problem solving skills. This program will further influence whole school student wellbeing in 2019. Through the course of the year, the mindfulness and morale program has been postponed. Worry Woos has replaced this program in 2019. 44 students partook in OT sessions with an occupational therapist on school grounds. Stakeholders have reported that this has improved student outcomes and confidence.
Increase in the professional learning of staff which is aligned to the Australian Professional Standards for Teachers and their Performance Development Plan.	Maths– \$500 per grade English– \$500 per grade Science– \$500 per grade History– \$500 per grade Geography– \$500 per	Literacy and numeracy progressions were introduced to all staff members. Teaching and learning programs show evidence of differentiation and are aligned to the Australian Professional Standards for teachers. All staff continue to develop

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the professional learning of staff which is aligned to the Australian Professional Standards for Teachers and their Performance Development Plan.	grade PDHPE – \$1000 per grade – Professional learning for Exec staff in PLAN 2 and the learning progressions (Casuals = \$2500); English budget (4 x Casuals = \$1800) Admin	and maintain effective and achievable PDP goals. There has been some Professional learning with staff in assessment and data collection, this will be a future direction in 2019. A particular focus will be using formative assessment strategies.

Next Steps

Visible Learning: Establish high expectations for student learning by effectively integrating visible learning strategies and the Growth Mindset. 0.2 FTE will be utilised for a staff member to support other staff in the implementation of these strategies.

Wellbeing: Implement K–2 and 3–6 wellbeing programs that supports the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning eg Worry Woos and Peer Mediation.

Curriculum: Review teaching and learning programs through curriculum planning, reliable assessment and continual tracking promoting learning excellence and responsiveness in meeting the needs of all students.



Strategic Direction 2

Quality Teaching

Purpose

To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas through collaboration with all stake holders.

Overall summary of progress

Clemton Park Public School measured and evaluated the impact and made decisions about adjustments and progress of all the Milestones in Direction 2.

The school used internal and external evidence to triangulate the evaluation of each process of Direction 2. The evidence used was as follows:

*Internal—student assessment (Best Start), TTFM surveys, People Matters survey, SCOUT reports, work samples and exit slips from staff professional learning

*External—NAPLAN, Growth/Value added and results in external competitions

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase student growth in NAPLAN with a focus on the lowest and highest performing students.	(3x casuals = \$1,500)—Maths budget (6x casuals = \$3,000); Student Welfare	Staff have undertaken 6 hours of focused 'Twilight' professional development in differentiation focused on Tomlinson's four elements. The outcome of the professional development was the creation of a term's unit of maths (for classroom teachers), EAL/D, Greek, Italian or STLA differentiated lessons that better cater for individual student needs. Our NAPLAN results in numeracy demonstrated there was no negative growth and 64% of students were above expected growth; Reading results demonstrated 11% of negative growth and 62% of students achieving above expected growth; 12% of students had negative growth in Writing whilst 70% achieved above expected growth. In 2019, the staff will be engaged in Effective Reading and Spelling, and the Seven Steps of Writing for further focus on improving their understanding in these areas and to improve student learning outcomes. The school is aiming to progress from 'Sustaining and Growing' to 'Excelling' in these areas.
Develop teaching and learning programs that allow greater curriculum integration.	Resources (\$3,500); Admin budget	Staff have sought opportunities to authentically integrate learning areas. They have integrated numeracy with science, numeracy with PDHPE and literacy across history and geography and this has enriched learning environments for our students. In 2019, we will continue to seek opportunities to enable critical and creative thinking with emphasis on future focused learning.
Increase student growth in school-based assessments and standardised samples such	(8x casuals = \$4,000); Leadership budget (5x casuals = \$2,500);	The leadership committee have begun to prepare for External Validation that will take place in 2020. All staff have undertaken SCOUT training to access

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
as ACARA.	Validation budget (5x casuals = \$2,500); English budget (5x casuals = \$2,500); English budget	a variety of data to enhance their teaching and learning programs. In 2019, PAT will be introduced along with a K–2 Phonics and Phonemic Awareness assessment. Staff will continue to streamline processes to have pre- and post-assessment data that will drive continuous improvement.

Next Steps

Differentiation: Review whole school structures that allow for student differentiation in order to optimise their learning and meet the full range of their abilities across a variety of KLAs.

Authentic integration: Investigate embedding ICT teaching and learning strategies across a variety of KLAs to integrate curriculum expectations and enrich the learning environment and potential of students. 0.2 FTE has been utilised to for s staff member to support other staff with the implementation of this initiative.

Assessment and Data: Review the school-wide assessment and reporting processes that are used to drive continuous improvement. External assessments such as PAT will be utilised to triangulate data.



Strategic Direction 3

Quality Leading

Purpose

To ensure authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.

Overall summary of progress

Clemton Park Public School measured and evaluated the impact and made decisions about adjustments and progress of all the Milestones in Direction 3.

The school used internal and external evidence to triangulate the evaluation of each process of Direction 3. The evidence used was as follows:

*Internal—student assessment (Best Start), TTFM surveys, People Matters survey, SCOUT reports, work samples and PLAN data

*External—NAPLAN, Growth/Value added and results in external competitions

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students, staff and parents that fulfill a leadership role.	(\$6000); Leadership budget	<p>The school has increased the opportunities for staff, students and the school community to fulfil a leadership role. The staff have engaged in the EOI process to undertake an executive role within the school. Executive staff have developed their leadership skills by building the capacity of other staff through this process. A greater number of staff have undertaken a leadership role when presenting professional learning through the responsibility of the committee presenting the targeted professional learning.</p> <p>Students have had increased opportunities through EST and SRC initiatives. This is reflected in their increased presence at whole school assemblies. The school increased its participation in PSSA this year.</p> <p>The school community has continued to be actively involved in the school. This is reflected in an increased number of fund raising activities and the shared leadership within these activities.</p>
Increase collaboration with staff and the local community, where appropriate, on decisions about, and access to, school resources, delivering benefit to all stakeholders.	(\$5 000); Admin budget (\$40,000); ICT budget (\$10 000); English budget (\$5 000); Student welfare	<p>There was significant collaboration and communication with staff in relation to procurement of ICT and their rollout. This was particularly evident with the involvement of the P&C and their funding support. Once purchased there was an increase in professional learning to support the implementation and use of the technology. Staff displayed greater collaboration and sharing of ideas following this.</p> <p>Consultation occurred throughout the year in regards to the creation of flexible learning environments. There was the successful promotion of flexible learning resources by staff. This was</p>

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase collaboration with staff and the local community, where appropriate, on decisions about, and access to, school resources, delivering benefit to all stakeholders.		driven by the English committee and was reflected in staff professional learning, presentations to the school community, workshops in the Learning Lounges initiatives within the Community of Schools and ultimately led to staff using their class budget to purchase additional resources.
Increase the understanding of students, staff and community in the processes involved with the review and evaluation of whole school plans and policies.	(\$5 000); Admin budget	<p>The school continues to reflect upon the processes used to review and evaluate whole school plans and policies. Professional learning focused on the self evaluation of the school against the School Excellence Framework and the staff's understanding of 'delivering,' 'sustaining and growing,' and excelling.'</p> <p>Meetings were held each term to reflect upon the milestones within each process of the school plan. There was an increased understanding of the strategic directions and the processes involved. This was reflected in committee leaders having a greater understanding of the budget within the school plan.</p> <p>There was an increase in staff, student and parent participation in the Tell Them From Me surveys. The Executive developed their understanding of SPaRO and its use to review and evaluate the school plan.</p>

Next Steps

Building Leadership Capacity: Enhance the school culture in which all members take responsibility for their leadership and ongoing learning.

School Resources: Review the physical, financial and staff resources to provide a shared sense of responsibility for engagement, learning, development and success.

School Planning, Implementation and Reporting: Develop a clearer understanding of the strengths and areas to develop of the school through the external validation process.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$9 226) • Aboriginal background loading (\$7 867.00) 	<p>PLSP writing.</p> <p>Resources / charts for classrooms.</p> <p>Initial investigation of the Aboriginal Education Strategy and Policy and implementation of Aboriginal Education within CPPS.</p>
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$35 370) • English language proficiency (\$31 933.00) 	<p>Develop and implement suitable programs for EAL/D students.</p> <p>Development of EAL/D resources.</p> <p>Provide SLSO support for students with additional learning needs.</p> <p>Staff professional learning.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$48 499) • Low level adjustment for disability (\$48 499.00) 	<p>Develop and implement suitable programs and resources for students receiving SLSO support.</p> <p>Timetable for SLSOs written and SLSO supporting appropriate students.</p>
Quality Teaching, Successful Students (QTSS)	* Quality Teaching, Successful Students (FTE 1.005)	<p>Establish Maths Mentor program and strategies utilising data and the 2017–2020 Numeracy Strategy. A teaching expert working in the classroom with other teachers as an instructional leader to focus on early intervention, improved assessments, teacher support, quality training and evaluation.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$38 151) • Socio-economic background (\$43 688.00) 	<p>Develop and implement suitable programs and resources for students receiving SLSO support.</p> <p>Timetable for SLSOs written and SLSO supporting appropriate students.</p>
Support for beginning teachers		
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	311	299	308	312
Girls	307	288	283	291

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Enrolments for 2019 will remain consistent with 2018. In 2019 we will continue to only enrol local student (in-Area). We estimate that we will have twenty-four classes in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	95.1	96	96.5
1	93.8	95.4	95	95.6
2	93.9	95.3	94.7	93.1
3	94.5	95.3	95.5	95.2
4	93.8	95.2	94.1	94.5
5	94	94.7	95.7	94.2
6	93.1	93.6	94.2	92.9
All Years	94	95	95	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Management of Non-Attendance

The school implements a thorough school attendance policy. All students are monitored for non-attendance. A roll check is conducted each term by the Home School Liaison Officer (HSLO) and any concerns raised are followed up and addressed.

Class sizes

Class	Total
NR0004	20
MR0008	20
KR0018	21
KR0017	20
NR0005	19
KR1004	22
KR0007	22
KR1003	21
DEMO3	21
KR1012	23
KR1011	24
KR0008	24
AR1005	28
AR1007	29
AR1006	30
AR1004	29
AR1018	28
AR1003	29
DEMO1	30
ER0004	28
AR0039	29
AR0001	29
DEMO2	29
ER0003	30

Workforce information

Aboriginal.

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.09
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	4

*Full Time Equivalent

Clemon Park Public School has fifty four members of staff. The Executive staff consists of the Principal, one Deputy Principal and four Assistant Principals. Each Executive member has varied responsibilities and is accountable for supervising a stage and to support teachers within the school.

There were twenty four class teachers, all with various amounts of teaching experience and expertise. The school also has two Support Teacher Learning Assistance (STLA) teachers, to assist students who were challenged by their learning. The English as an Additional Language/Dialect (EAL/D) program produced wonderful learning activities for students for whom English is not their first language.

Clemon Park Public School also boasts a Greek and Italian Community Language programs. These programs are staffed by 4.0 teachers.

Clemon Park Public School's part-time staff also includes teachers who deliver the Release from Face to Face (RFF) Program.

There is a full-time Teacher-Librarian who incorporates a library program as well as supporting the RFF program.

The School Administrative and Support personnel are comprised of four staff members, including a General Assistant who works five days a week.

Due to the varying needs of the student population, the school employs four school Learning Support Officers who assist in supporting students with special needs.

Clemon Park does not have any staff that are

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Clemon Park Public School has a very experienced teaching staff which meets the professional requirements for teaching in NSW public schools.

There is a total of more than eight hundred years of teaching experience. Out of the forty eight members of the teaching staff, 65% have had twenty or more years of teaching experience, 30% have had at least ten or more years of teaching experience and 5% have had less than eight years of teaching experience. The average teaching experience amongst staff members is eighteen years.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	413,797
Revenue	5,797,414
Appropriation	5,378,771
Sale of Goods and Services	25,239
Grants and Contributions	384,108
Gain and Loss	0
Other Revenue	375
Investment Income	8,921
Expenses	-5,466,487
Recurrent Expenses	-5,466,487
Employee Related	-4,911,018
Operating Expenses	-555,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	330,927
Balance Carried Forward	744,724

Clemon Park Public School continues to use due diligence when utilising funds to support the programs and initiatives of the school. A structure has been established where budget managers work with their committee to ensure that resources are spent equitably and transparently. In 2018 an overspend occurred to accommodate staff leave for the year.

Each term a budget meeting is held to review the school finances. A financial expert is employed once a term to review the school budget and assist with the financial planning of the school.

Of the projects planned in 2019, the school has set aside funds to update areas of the playground including the flagpole area and Kindergarten passive area.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	4,129,837
Base Per Capita	114,281
Base Location	0
Other Base	4,015,556
Equity Total	453,996
Equity Aboriginal	9,226
Equity Socio economic	38,151
Equity Language	264,418
Equity Disability	142,201
Targeted Total	0
Other Total	681,894
Grand Total	5,265,727

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

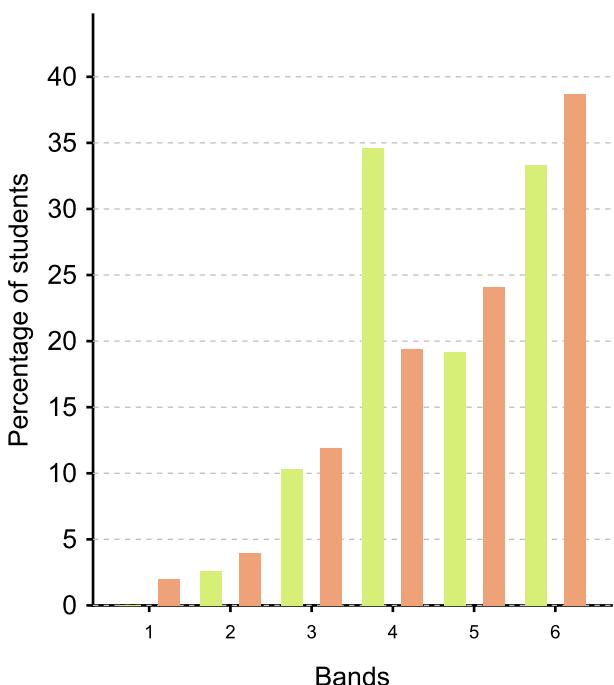
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

* Students in Year 3 were above the average for all students in NSW Department schools and students across all schools in the state for grammar and punctuation, reading and writing.

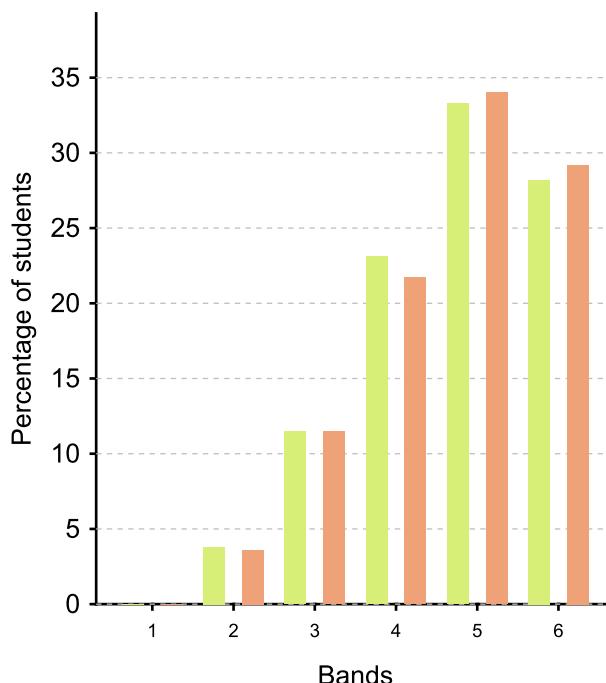
* Students in Year 5 were above the average for all students in NSW Department schools and students across all schools in the state for spelling, grammar and punctuation and writing.

Percentage in bands:
Year 3 Grammar & Punctuation



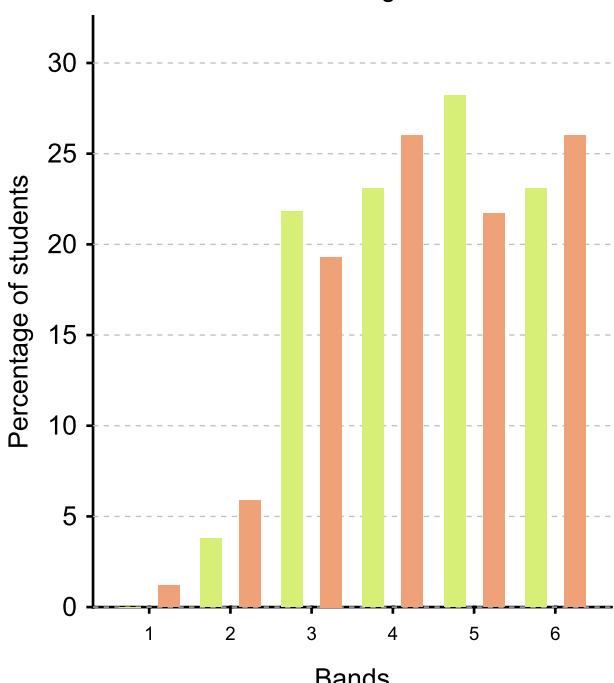
Band	1	2	3	4	5	6
Percentage of students	0.0	3.8	21.8	23.1	28.2	23.1
School avg 2016-2018	1.2	5.9	19.3	26	21.7	26

Percentage in bands:
Year 3 Spelling



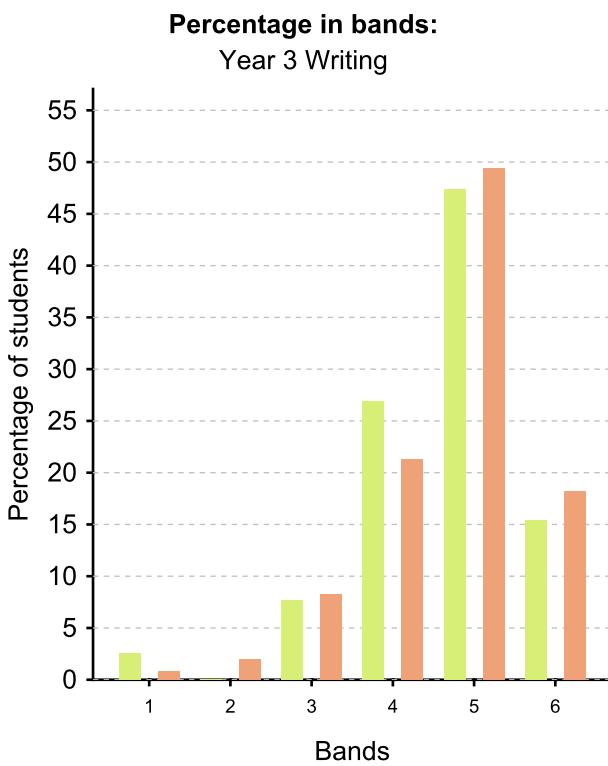
Band	1	2	3	4	5	6
Percentage of students	0.0	3.8	11.5	23.1	33.3	28.2
School avg 2016-2018	2	4	11.9	19.4	24.1	38.7

Percentage in bands:
Year 3 Reading

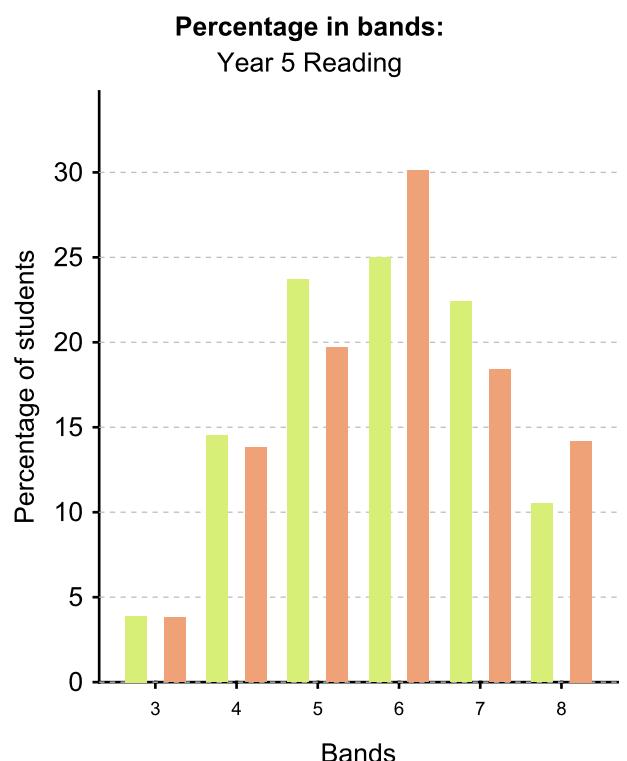


Band	1	2	3	4	5	6
Percentage of students	0.0	3.8	11.5	23.1	33.3	28.2
School avg 2016-2018	0	3.6	11.5	21.7	34	29.2

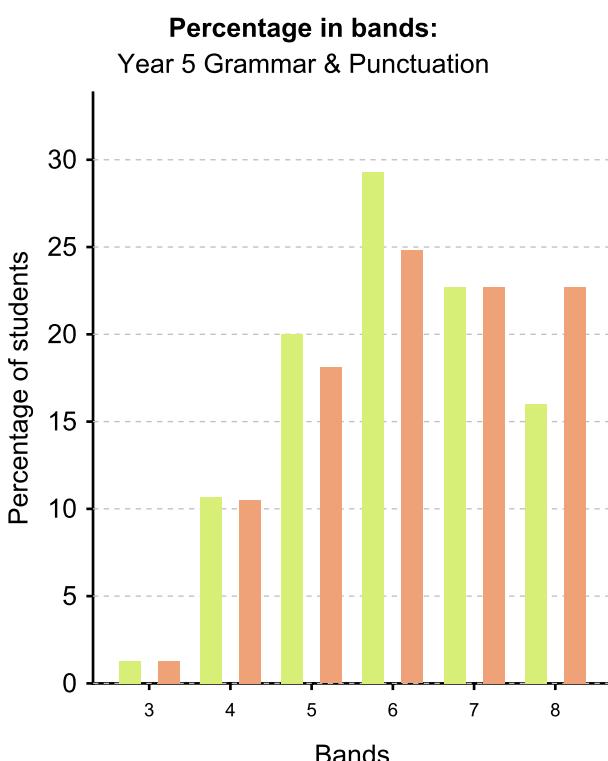




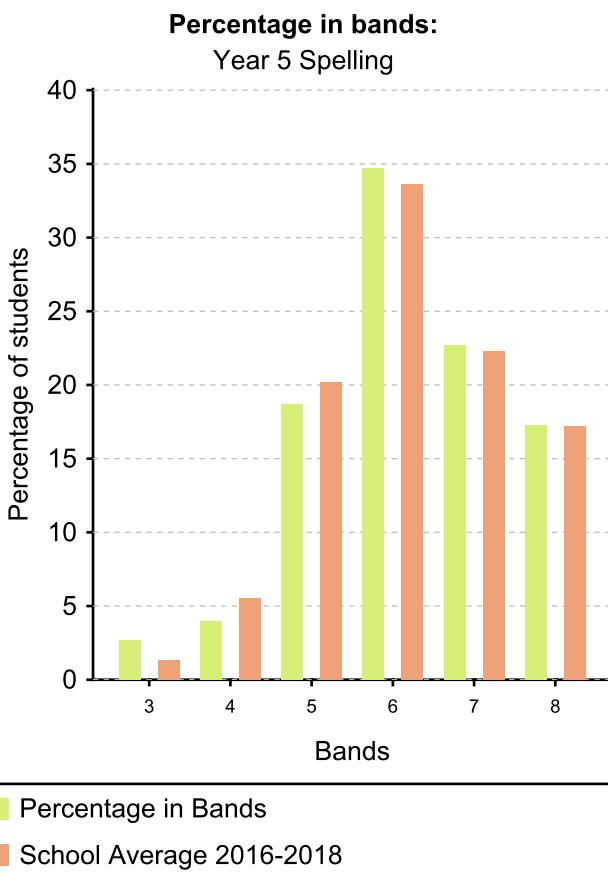
Band	3	4	5	6	7	8
Percentage of students	1.3	10.7	20.0	29.3	22.7	16.0
School avg 2016-2018	1.3	10.5	18.1	24.8	22.7	22.7



Band	3	4	5	6	7	8
Percentage of students	3.9	14.5	23.7	25.0	22.4	10.5
School avg 2016-2018	3.8	13.8	19.7	30.1	18.4	14.2



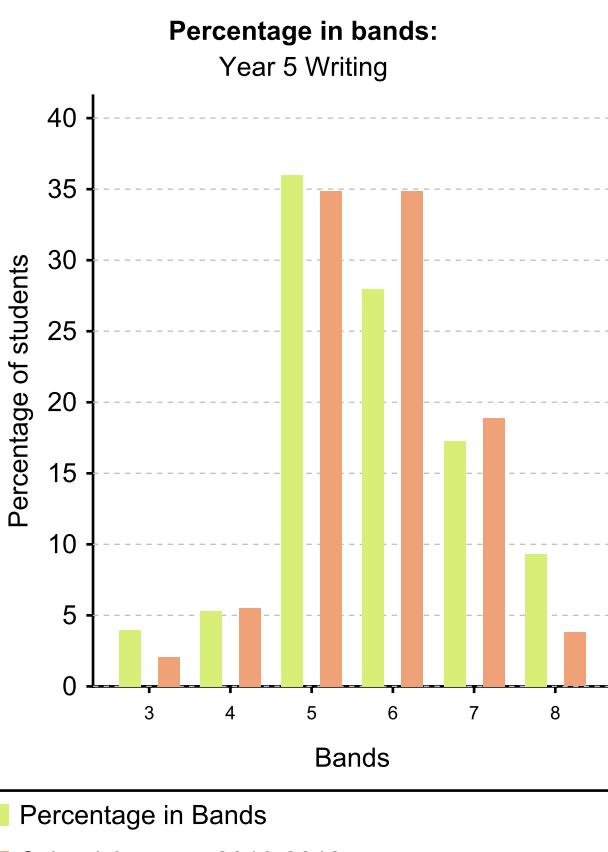
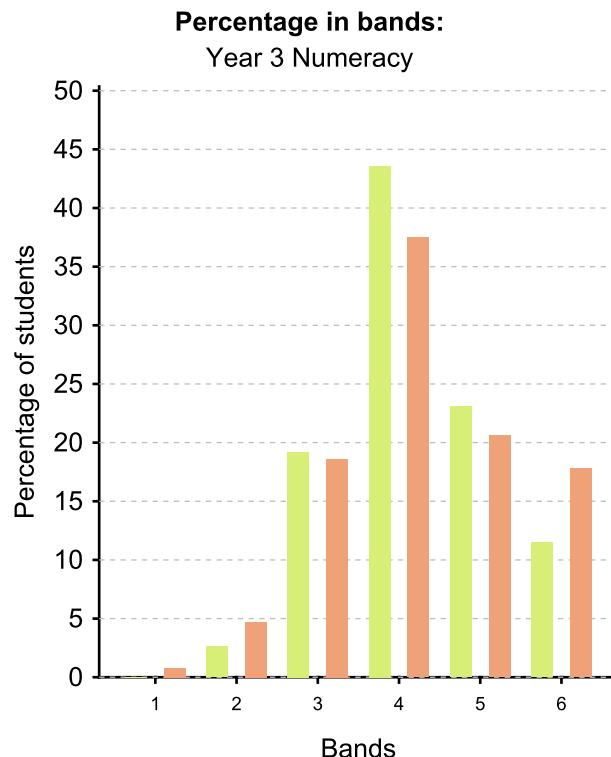
Band	3	4	5	6	7	8
Percentage of students	3.9	14.5	23.7	25.0	22.4	10.5
School avg 2016-2018	3.8	13.8	19.7	30.1	18.4	14.2



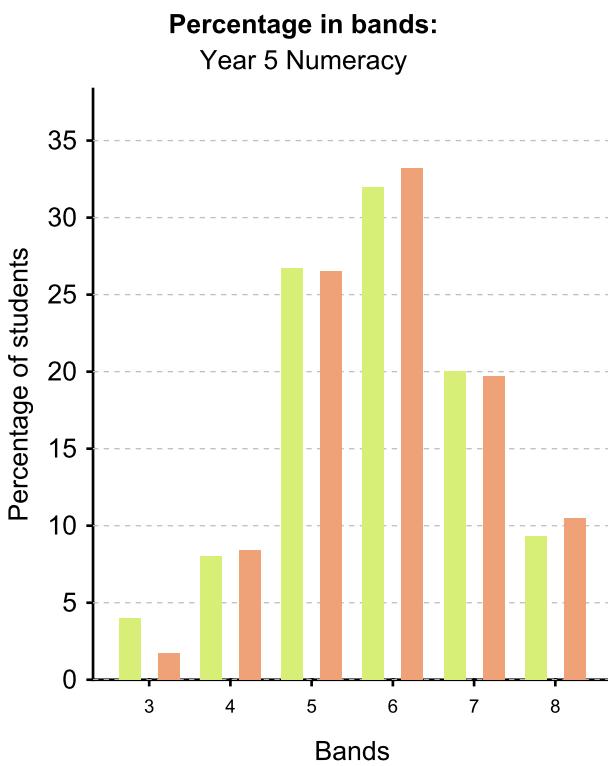
Band	3	4	5	6	7	8
Percentage of students	4.0	5.3	36.0	28.0	17.3	9.3
School avg 2016-2018	2.1	5.5	34.9	34.9	18.9	3.8

* Students in Year 3 were above the average for all students in NSW Department schools and students across all schools in the state for numeracy..

* Students in Year 5 were above the average for all students in NSW Department schools and students across all schools in the state for numeracy..



Band	1	2	3	4	5	6
Percentage of students	0.0	2.6	19.2	43.6	23.1	11.5
School avg 2016-2018	0.8	4.7	18.6	37.5	20.6	17.8



■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.0	8.0	26.7	32.0	20.0	9.3
School avg 2016-2018	1.7	8.4	26.5	33.2	19.7	10.5

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..

Clemon Park will continue its focus on intervention in the early years of schooling. Next year will see the implementation of a maths specialist who will mentor and support Kindergarten to Year 2 students. Our maths specialist from Years 3 to 6 will continue in her role.

To ensure clear guidance on explicit teaching and better, faster diagnostic assessments, staff professional learning will focus on utilising the literacy and numeracy progressions and incorporating these within teaching and learning programs.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school. This was sought through the TTFS surveys and People Matters survey. All school community members were given the opportunity to comment on aspects of school life that they considered we do well at Clemon Park Public School and areas they considered we could improve on.

Background

All students, staff and parents were asked to complete the survey.

A summary of their responses is presented below.

Students

The majority of students indicated the following aspects of school life are considered strengths of Clemon Park Public School: a positive sense of belonging, having friends at school they can trust and who encourage them to make positive choices, great technology access and they value all of the extra curricula activities at the school.

Students indicated that the school could improve the following aspects: students being challenged in their classroom, make the computer lab more accessible and have the classroom computers work quicker and with better internet speed.

Parents

Parents indicated the following aspects of school life are considered strengths of Clemon Park Public School: supporting positive behaviour, establishing structures where students are encouraged to do their best, clear communication and being well informed of events within the school, a caring environment that offers a broad selection of activities and an atmosphere that celebrates, accepts and includes the diverse cultures within the school community.

Parents indicated that the school could improve in the following aspects: a focus for talented students at the school, better communication of what is being taught at school so parents can follow up with activities at home and greater support for students who are having challenges with their learning.

Staff

The majority of staff indicated the following aspects of school life are considered strengths of Clemon Park Public School: staff support of each other, providing an array of opportunities for students to participate in extra curricular activities, having a well resourced school, teachers providing well organised and engaging lessons with clear goals, differentiated and feedback that is provided to students.

Staff indicated that the school could improve the following aspects: more time to consolidate programs being implemented in the school, more practical professional development sessions, keeping on track with professional learning and ongoing implementation of 21st century pedagogy and the implementation of current best practice, collaboration and getting into each others classrooms to share teacher strengths effective practices.

Future Directions

In essence the school has taken from these surveys the

need for:

STUDENTS – maintain current technologies in the school but provide greater access.

PARENTS – provide more opportunity for parents to assist at home by being informed of what is being taught at school.

STAFF – a focus on staff wellbeing, assisting staff to utilise resources to support the teaching of the 21st Century learner.

Policy requirements

Aboriginal education

At Clemon Park Public School we are aware of cultural and social development of our Indigenous students as well as their heritage and celebrate Aboriginal culture and history.

The school is active in recognising important annual events like the anniversary of National Reconciliation and NAIDOC week. There was a whole K–6 student involvement during NAIDOC week through all KLAs, especially English and Visual Arts.

In 2019 the school will investigate the services of an Indigenous performer whereby, students in K–6 will be treated to Aboriginal culture, music and dance.

This program is conducted every two years and is evaluated according to the needs of the students.

Congratulations to Sophia (1S). She is this year's worthy winner of the prestigious Deadly Award. The awards are a highlight of the Public Schools NSW Aboriginal Education calendar each year. They celebrate the academic achievements, leadership skills and attendance of Aboriginal and Torres Strait Islander students in Sydney's public schools. Sophia is a student that exhibits all of Clemon Park's values and is a proud student of the school.

The school actively plans and sets aside support funds linked to learning outcomes in the school management plan to develop effective Personalised Learning and Support Plans for all the Indigenous students, in collaboration with parents and the Aboriginal Education team. These PLSPs are reviewed, discussed and the information collected is passed onto the next years teacher to gain a better understanding of the child's

educational and social needs. In 2019 the committee intends to expand with members of the community supporting the school with Aboriginal initiatives.

Multicultural and anti-racism education

Multicultural Education outcomes are included within each Key Learning Area (KLA) where appropriate. Anti-racism education strategies are taught as a related part of the program. Cultural components are also addressed within the multicultural program and

identified and celebrated as part of Education Week and Harmony Day celebrations.

Clemon Park Public School provides teaching and learning programs that enable students from all cultures and communities to identify themselves as Australians within a democratic, multicultural society and to develop the knowledge, skills and values for participation as active Australian citizens.

Students who are learning English as an Additional Language or Dialect (EAL/D), are provided with appropriate support to develop their English language and literacy skills so that they participate fully in school activities and achieve equitable educational outcomes.

Clemon Park Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. During 2018 there was an increase in students who qualified for the New Arrivals Program (NAP). The school received an additional 0.2 entitlement to support these students. In 2019 there will be an increase of funding for our EAL/D teachers who will provide a total of thirteen days for this program. Our school promotes positive community relations through effective communication with parents and community members from diverse cultural and linguistic backgrounds and encourages their participation.

All staff of Clemon Park Public School contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Clemon Park Public School currently has two trained Anti-Racism Contact Officers who provide timely and professional responses to suggestions, complaints and allegations regarding racism. The school's implementation of the Anti-Bullying policy has assisted the students in dealing with issues as they arise.