

Clovelly Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Clovelly 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.

School contact details

Clovelly Public School

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Waverley, 2024

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School background

School vision statement

At Clovelly Public School, we believe in "Educating for Excellence" whilst promoting an inclusive, engaging learning environment, led by highly dedicated teachers, who encourage students' individual development as creative, confident, resilient, future– focused learners.

School context

Clovelly Public School is a large primary school situated in Sydney's Eastern Suburbs with an enrolment of 607 students across 24 classes. The traditional custodians of the land are the Bidjigal people of the Eora Nation.

The school offers an enriching curriculum including debating, public speaking, dance, drama, languages and sport. In addition, we provide a range of extra–curricular activities including Band, Code Club, Reading Club, Choir and The Newsroom which expand our student's interests and enhance their knowledge of the world around them.

We have an active community that passionately advocates for our students, using their knowledge to support student academic learning as well as their social and emotional well–being. Our Positive Behaviour for Learning program provides a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community. Our core values of Respect, Responsibility and Learning underpin our collaborative planning for all teaching and learning programs. We put all students at the centre of the decisions we make, and the actions we take as educators are based on the individual needs of the students in our care.

Clovelly Public School has a highly motivated and hard–working team of teaching and non–teaching staff who offer a diversity of knowledge and expertise ensuring that our students can 'Aim High' through challenge and opportunity as our school logo and motto state. We are very proud of our students, their achievements, their high standards for learning and success and are committed to preparing all students to be lifelong learners and responsible global citizens.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Inspired Teaching and Learning

Purpose

To provide a whole school approach to the delivery of quality teaching and learning thereby empowering students to become successful learners with the capacity to effectively apply literacy and numeracy skills in the complex and dynamic society in which they live.

Improvement Measures

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in numeracy.

All teaching and learning programs are differentiated, reflect the use of data to inform teaching and learning pedagogy and integrate the use of future-focused pedagogy to enhance learning.

Progress towards achieving improvement measures

Process 1: Literacy

Implement a whole school consistent approach to supporting all students in the development of literacy skills.

Evaluation	Funds Expended (Resources)
Analysis of 2019 NAPLAN results show an increase of expected growth across all areas of literacy. 76% of students are achieving at or above expected growth in Reading, 76% in writing, 65% in Spelling and 61% in grammar and punctuation.	<p>New PM Benchmarking kits were purchased to explicitly assess students' instructional and independent reading levels using accurately levelled fiction and non-fiction texts and 6 staff members attended professional development to support their implementation. Home Readers were also purchased to support student reading at home.</p> <p>The school also introduced MultiLit into the school to improve the literacy skills of struggling students. This included purchasing of kits and resources as well as teacher professional development.</p> <p>Funds allocated: \$24861</p>

Process 2: Numeracy

Implement a whole school consistent approach to supporting students in the development of numeracy skills.

Evaluation	Funds Expended (Resources)
Analysis of 2019 NAPLAN Shows that 61% of students are achieving at or above expected growth which is marginally down from 2018.	<p>Resources to support the implementation of Stepping Stones were purchased after reviewing Maths programs within the school. Professional development was provided to teachers and support staff.</p> <p>Funds allocated: \$20736</p>

Process 3: Future–Focused Learning

Create innovative and dynamic learning environments and continue the development of teacher capacity and parent understanding of future–focussed pedagogies.

Evaluation	Funds Expended (Resources)
Teachers participated in the Quality Teaching Rounds research project coordinated by the University of Newcastle. Preliminary analysis of the 2019 data indicates a clear link between teachers participating in QTR and improved student outcomes.	Teachers were released from Face to Face teaching to participate in professional development, lesson observations and reflections. Funds allocated: \$10000

Strategic Direction 2

Wellbeing

Purpose

To maintain social and emotional wellbeing within a positive school community, focusing on the development of the whole child including student voice, resilience, tolerance, growth mindset and leadership.

Improvement Measures

Improved student well being K–6.

Evidence of high impact school improvement in the Wellbeing element of the Learning domain in the School Excellence Framework.

Established and consistent Learning and Support processes.

Progress towards achieving improvement measures

Process 1: Implementation of whole school wellbeing programs

Implement wellbeing programs that develop the whole child, and the social and emotional development of students and staff through positive learning experiences.

Evaluation	Funds Expended (Resources)
The school continued with the whole school wellbeing program 'Grow Your Mind' and provided staff PL refresher courses on the program. The wider community was invited to parent information sessions to educate families on the 'Grow Your Mind' program and how to implement its practices in the home environment. 'High 5 to Week 5' provided staff with the opportunity to stop and reflect on their strengths and achievements, build on positive colleague relationships, and increase motivation within the classroom.	Professional Development and resource kits to support the implementation of Grow Your Mind and other wellbeing initiatives were purchased along with Parent information sessions. Funds allocated: \$13735

Process 2: Positive Behaviour for Learning (PB4L)

Continue the implementation cycle of tiered Positive Behaviour for Learning (PB4L) systems, including regular collection and evaluation of data across all school settings.

Evaluation	Funds Expended (Resources)
Positive, respectful relationships are evident through regular feedback from students and staff. Student learning is supported through the implementation of classroom behaviour expectations matrix, teaching and learning of expectations and revised merit system and the behaviour flowchart procedures.	Funds allocated: \$4071

Process 3: Individualised Learning

Development of teacher capacity and parent understanding of Learning and Support processes and the planning and implementation of targeted differentiated teaching and learning strategies for individual students.

Evaluation	Funds Expended (Resources)
The school implemented changes to the Learning and Support program where parents, teachers and outside agencies were provided more opportunities to work together to support students. The school investigated and implemented MultiLit for students experiencing difficulties with literacy with very successful results. Lego Club was also introduced to support those	Funds allocated: \$2000

Progress towards achieving improvement measures

who struggle socially on the playground and was well received by students and parents.

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Strategic Direction 3

Quality Relationships

Purpose

To strengthen existing relationships with community members to ensure productive and trustful connections and effective communication pathways are sustained.

To engage new meaningful partnerships with local community and external organisations, providing substantial benefits to the students of Clovelly Public School.

Improvement Measures

Established communication policy and consistent communication procedures.

Improved community and parent participation and engagement.

Progress towards achieving improvement measures

Process 1: Effective Communication

Implement effective communication strategies across all sectors of the school community.

Evaluation	Funds Expended (Resources)
Through the analysis of the Tell Them From Me (TTFM) survey, 86% of parents attended meetings at the school 2 or 3 times and 45% of those parents attended more than 3 meetings. 73% of parents communicated with teachers about student learning or behaviour on 2 or 3 times or more..	The school App was improved and the school invested in an electronic noticeboard to keep parents informed of upcoming events. Funds allocated: \$14375

Process 2: Community Partnerships

Work collaboratively and in partnership with the community to increase participation, responsibility and engagement of all stakeholders.

Evaluation	Funds Expended (Resources)
Several parent information sessions were held to establish meaningful 3 way partnerships. The school also established ongoing relationships with other educational institutions within the region: – Randwick Boys High School where Stage 2 students participated in weekly basis as part of a STEM initiative –Sydney University as part of the STEM initiative where a STEM community of schools was formed with 4 other local primary schools. –UNSW where the school has become part of the InStep program and supporting undergraduate teachers.	Funds allocated: \$2000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2016	<p>The school provided funds to support the personal learning pathways (PLPs) for Aboriginal students. This funding supported students' literacy and numeracy needs and individual cultural goals as negotiated with the students' parents.</p> <p>Funds were also used to support the school's Aboriginal programs such as the Bush Tucker garden and NAIDOC week and to provide ongoing professional development for staff.</p>
English language proficiency	\$13739	<p>Funds were used to employ an additional teacher one day a week to support the individual learning needs of students with a Language Background other than English. Funds were also used to work with individual and small groups of students who required additional support in developing their English language skills.</p>
Low level adjustment for disability	\$105631	<p>The school funds an additional Learning and Support Teacher (LaST) three days a week to support individual student needs across the school. The Learning Support Teacher teaches small groups of students and supports classroom teachers to differentiate the curriculum and develop individual learning plans for students who require support. The school funds Student Learning Support Officer (SLSO) time to provide individual support to students with disabilities and individual learning needs. The SLSO's work with students on their individual learning plans and support students with a wide range of needs including literacy, numeracy, behavioural and health care needs. Support is provided in the classroom and playground settings.</p>
Quality Teaching, Successful Students (QTSS)	\$108850	<p>The school self-funded additional staff to assist to teachers in developing consistent and evidence based practices across all classes with the overall goal of improving the students achievement in the areas of literacy and numeracy.</p>
Socio-economic background	\$3349	<p>The school funds excursions and paid school programs for students from low socio-economic backgrounds. This enables equity in terms of access to school programs and curriculum for all students.</p>
Support for beginning teachers	\$18000	<p>Beginning Teacher Support is used to fund additional support for early career teachers who are in the first two years of being permanent or temporary members of staff. The school uses these funds to provide the teachers with additional release time to work with the school's Instructional Leader as their mentor and undertake training and development in line with the Strong Start, Great Teachers reform.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	283	291	282	286
Girls	299	305	310	313

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.6	95	95.6	95.1
1	95.2	96	96.5	94.6
2	95.4	95.2	95.4	93.9
3	95.8	95.6	95.1	94.9
4	97	96.2	95.9	93.9
5	96.4	95.8	95.7	94.1
6	93.5	95.2	94.3	92.2
All Years	95.6	95.6	95.6	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.11
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	766,913
Revenue	5,443,473
Appropriation	4,854,464
Sale of Goods and Services	44,559
Grants and contributions	537,433
Investment income	5,092
Other revenue	1,925
Expenses	-5,218,356
Employee related	-4,332,084
Operating expenses	-886,272
Surplus / deficit for the year	225,116

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	43,504
Equity Total	124,736
Equity - Aboriginal	2,016
Equity - Socio-economic	3,349
Equity - Language	13,739
Equity - Disability	105,631
Base Total	4,150,315
Base - Per Capita	138,906
Base - Location	0
Base - Other	4,011,409
Other Total	394,423
Grand Total	4,712,978

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school through surveys and parent forums. Information and satisfaction data in regards to community engagement, wellbeing and teaching practices was gathered.

Parents/carers were offered the opportunity to participate in the Tell Them From Me Parent Survey. 91 parents/carers completed this survey, which was a significant increase of the 17 parents/carers who completed the survey in the previous year. Parents/carers reported that they feel welcome when they visit the school. Most respondents indicated that they can easily speak with their child's class teacher or the principal, the administrative staff are helpful when they have a question or problem, and they are well informed about school activities. Most respondents reported that they were kept informed of their child's learning progress and behaviour, although there could be improvement in the information provided regarding the social and emotional development of students and progress in school subjects. All parents/carers who completed the survey had spoken with their child's teacher throughout the year, with 73% of parents/carers speaking to them on more than two occasions and 28% more than 3 occasions. There were 25% of respondents who were involved in school committees such as the P&C in 2019. A significant number of respondents reported that they encourage their child to do well at school and praise them for doing so.

Students in Years 4, 5 and 6 participated in the Tell Them From Me Student Surveys where average school results were comparable to the NSW Government Norm in most areas, including relevance (students find classroom instruction relevant to their everyday lives) and expectations for success (school staff emphasise academic skills and hold high expectations for all students to succeed). 91% of students who completed the survey reported that they have friends at school they can trust and who encourage them to make positive choices, compared to 85% for the NSW Government Norm. Only 76% of students reported that they feel accepted and valued by their peers and by others at their school, compared to 81% for the NSW Government Norm. 75% of students are interested and motivated in their learning, compared to 78% for the NSW Government Norm. 85% of students try hard to succeed in their learning, compared to 88% for the NSW Government Norm. 68% of students reported a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee, compared to 55% for the NSW Government Norm.

In 2019 76% of staff at Clovelly Public School participated in the People Matter survey compared to 34% in 2018. 100% of staff agreed that they are comfortable notifying their manager if they become aware of any risks at work compared to 88% for the NSW Public Sector. 97% of staff understand what is expected of them to do their role well compared to 90% in the NSW Public Sector and 73% in 2018. 94% of staff stated their manager communicates effectively with them compared to 72% in the NSW Public Sector and 22% in 2018. 91% of staff stated their job gives them a feeling of personal accomplishment compared to 76% in the NSW Public Sector and 45% in 2018.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.