

# Clunes Public School 2019 Annual Report



1574

## Introduction

The Annual Report for 2019 is provided to the community of Clunes 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

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### Message from the principal

In 2019 we continued in our new direction – a drive for future focused learning that ensures our students are engaged, challenged and are equipped to not just adapt to change but embrace it with creativity and purpose.

We continue to listen to students and community and work together to do be best we can be. This year we continued a new spelling program and can see improvement in our writing. We also enjoyed authentic author and illustrator workshops this year which inspired us to improve the quality and creativity of our writing.

We have continued to build a culture of positive mindsets towards mathematics; to embed a belief that anyone can be a mathematician; it's okay to make mistakes; in order to succeed you must fail many times; and to change our thinking that mathematics isn't just a right and wrong subject, but one where many paths and strategies are explored. We are teaching our children to articulate how they arrived at their solution and to discover how others reached this solution in a different way. We applaud deep thinkers, not first finished.

We continued to build the capacity of all school community members to support our students' education and whole child development. As teachers and parents we must encourage self motivation and tenacity as these are vital skills of the future. The way a child perceives failure, challenges and obstacles is essential. We strive to build resilience in our children to cope with the challenges they will face.

We give our younger students solid foundations and the skills to become independent as individual learners. We then build upon these skills while providing our students with an array of experiences and strategies to inspire them, including engineering, science, math extension, art, craft, published writing, music, film, sport, a B.Y.O Device program, Robotics and Coding Clubs. Surveys reflect students' appreciation and engagement.

My deepest thanks to all my teaching and non-teaching staff; they all wear two wings, one of wisdom and one of compassion. They are a wonderful team and I thank them for their commitment and professionalism.

While individualised learning and nurturing has always been a strength of our school, our staff worked extensively to improve how we set goals and plan explicit teaching programs for our students, in our ongoing commitment to improving all we do.

We continue to work collaboratively with staff, community members, consultants and our students to continually refine and improve quality teaching pedagogy by implementing and adapting researched and relevant curriculum and teaching practices.

School cannot excel without support from our families. We are fortunate to enjoy a great partnership with our community. There is a huge array of programs and opportunities which would not happen without the support of our volunteers and our P & C. They are an enthusiastic, energetic, creative and hard working group. They not only support our school with skills and finances but they also drive direction and improvement.

Lastly, I want to acknowledge our wonderful students. We ask you not to be the best, but be the best you can be; to take

on challenges and in a world where you can be anything, be kind. Our students strive to do these things, and they inspire our school community to work harder to support each child to thrive.

Michelle Slee

### Message from the school community

It's been another successful year for the Clunes P&C, focusing on strengthening our school community and raising funds for the benefit of our children. The school really is the sum of all those who are involved in it and we are fortunate to have an amazing principal, dedicated teachers and staff, wonderful students and enthusiastic parents.

This year we have run a variety of fundraisers, from Mother's & Father's Day stalls to our major event the Australiana-themed trivia night. I'd like to take this opportunity to thank all those who have helped; from coordinating and planning, to baking cakes for sale, to those extra pair of willing hands chipping in on the day. It couldn't be done without you all.

The P&C works closely with the school to decide what to spend the money we raise on, to enhance the learning experience for our children across all areas of education. This year our efforts have been centred around the planned new inclusive playground. We are excited that this is one step closer thanks to a Federal Government grant through Kevin Hogan.

The end of the year is the perfect time to say thank you to those who have helped make 2019 such a great year for our children. I'd like to thank both our outgoing and incoming P&C executive committee and all members for your ongoing enthusiasm and commitment this year. A special thanks must go to Laura Hayward who has been involved with the P&C since her son, Toby, started school. She has been the President and Treasurer and more often than not our chief food purchaser and cook for events. Her enthusiasm and love for our school will be greatly missed. With the loss of Laura we will need at least five new people to replace her, so please join us next year. The more people involved in our P&C, the more exciting and successful it will be.

Finally, a heartfelt thank you to Michelle, the teachers and all school staff for their ongoing efforts to make Clunes Public School a wonderful, welcoming and caring environment for our children.

### Message from the students

On behalf of all the students we would like to thank the teachers and staff for teaching us, taking care of us and giving us lots of different experiences. We had a great time at the Brisbane / Sunshine Coast excursion this year and have enjoyed participating in many different activities such as sport, dance, choir, band, writing workshops and many others. The introduction of B.Y.O. Devices program for Stage 3 and the Film Festival was a highlight.

We have enjoyed being school captains and wish the new captains in 2020 the very best. We'd also like to thank the P & C for supporting us and to our parents for caring for us throughout our primary years.

Lauren Stephens, Toby Hayward

School Captains



## School background

### School vision statement

Clunes Public School's motto is 'Learn to Live – Live to Learn' and our values are 'Respect, Responsibility and Integrity'.

Clunes Public School aims to develop responsible, caring and committed students. The school ethos is based on mutual respect. Clunes School offers innovative and individualised learning programs and experienced teachers.

Clunes has an outstanding record of academic, sporting and cultural success.

Our school community works together to ensure our students are well supported, inspired and equipped with the skills necessary for future focused learning being part of a global society while retaining a strong sense of local community.

### School context

Clunes Public School has 75 students. It is located in the beautiful hills between Lismore and Bangalow. School programs focus on the development of thinking skills and self-esteem in all students. The strong academic focus and positive learning environment of our school enables students to set and achieve goals at a high standard. Technology is integrated across the curriculum. We offer a balanced curriculum that provides the opportunity for cultural and sporting development through a whole-school music program that includes band and choir, whole-school sport and fitness programs, an across-school public speaking competition and a student council. The community is seen as an integral part of the school's organisation. Positive community and school interaction is a feature of Clunes Public School.

We are also a proud member of the First North Community of Schools and Rivers P–12 which enhances our quality teaching and learning while providing a diverse range of experiences and opportunities for our students.



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

## Strategic Direction 1

Excellence in Learning

### Purpose

To ensure a quality continuum of learning for our students through:

- Innovation, excellence and continuous improvement;
- Expectations of high standards and strong values;
- Purposeful and inspired learning; and
- Providing opportunities and pathways for every student to reach their full personal, educational and social potential.

### Improvement Measures

2018 Focus – Demonstrated individual student growth in writing and spelling to a minimum of effect size 0.4 by the end of the year.

Students writing will show evidence of:

- Greater and diverse spelling skills and improved accuracy.
- Capacity to apply a variety of spelling strategies to all writing.
- Improved and accurate application of punctuation and other grammar devices.

Spelling – Students apply a variety of spelling strategies to own writing.

Working Mathematically – students demonstrating observable engagement in collaborative problem solving, articulating strategies and mathematical mindsets.

### Progress towards achieving improvement measures

**Process 1:** Students will improve all aspects of writing with a focus on increasing the accuracy of spelling with an understanding of different strategies.

Evaluation	Funds Expended (Resources)
Teachers have a variety of hard evidence demonstrating spelling S & S and programs are effective in improving student spelling and writing outcomes.  Results and <i>What Works Best</i> is communicated in a collegial staff situation and communicated to the school community through forums focused on planning for the new year.	Internal school assessment, standardised testing, collegial examination of writing samples against progressions and NAPLAN criteria

**Process 2:** Encouraging positive mindsets towards mathematics to improve confidence and ability in problem solving.

Evaluation	Funds Expended (Resources)
All teachers are consistent in promoting mathematical mindsets, consolidating basic facts and immersing children in a variety of problem solving and real maths activities.  Student outcomes show a strong growth in capacity to apply a variety of strategies and skills to problem solving. They demonstrate greater confidence in taking on challenges with a positive attitude towards making mistakes and being deep thinkers rather than rapid finishers.	Jo Boaler; NSW DET syllabus; Mathematical problem solving;  Extension programs; Mathletics  (Many resources purchased in 2018) PL for teachers  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$400.00)</li></ul>

### Next Steps

In 2020, we will focus on spelling, grammar and punctuation and sentence structure in writing. Teachers will collect writing samples every 5 weeks and provide collaborative feedback using consistent criteria. Students will use feedback to understand how they can improve outcomes in these focus areas and communicate this to their teacher, parents and other students.

In mathematics, teachers will create a new K – 6 scope and sequence with formative and summative assessment tasks. Teachers will trial a new innovative method teaching strategy to better cater for the needs of all student abilities and types of learners. Monitoring of student progress will be consistent and comprehensive. An added focus will be placed on the area of measurement.

Our school is working toward the achieving the NSW state targets set in both literacy and numeracy through the above strategies.



## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To ensure stimulating and engaging learning environments with quality teaching practices which:

- Accelerate learning;
- Deliver differentiated curriculum which is flexible, reflective, relevant and dynamic; and
- Meet the diverse needs of our students, staff and community.

#### Improvement Measures

All teaching staff have attained and are demonstrating proficient teacher status according to the Professional Teaching Standards and some teachers aspiring to higher levels of accreditation status.

Staff participating in the accreditation process to attain proficient teacher either as a beginning teacher or in maintenance phase or aspiring to higher accreditation are engaged in the process, logging hours and collecting quality samples towards accreditation.

Maintain L3 & S1L3 School status due to the majority of Early Stage One and Stage One students performing at or exceeding state literacy levels and teachers successfully completing training

#### Overall summary of progress

All teaching staff have attained and are demonstrating proficient teacher status according to the Professional Teaching Standards and some teachers aspiring to higher levels of accreditation status.

#### Progress towards achieving improvement measures

**Process 1:** Teachers are exposed to high level, current thinking, future focused learning initiatives.

Evaluation	Funds Expended (Resources)
<p>All relevant staff have attained and are demonstrating proficient status according to the Australian Teaching Standards with some teachers aspiring to higher levels.</p> <p>Teaching staff participated in a sharing and conversation of their PDP goals, their reflections on successes and other areas to develop through reflection with other teaching staff. This proved to be a highly productive and positive session which will continue in 2019. Regular observations, team teaching and feedback has happened on a regular basis.</p> <p>Teaching Principal has greater access to classrooms and more time for conversations, support and sharing.</p>	<p>PDP, programs, assessments, observations, collegial sharing</p> <p>CAPA funds for props, teacher release to put together films, red carpet.</p>

**Process 2:** Relevant staff begin training to implement the L3 program and / or continue training, including the monitoring and analysis of students in the program.

Evaluation	Funds Expended (Resources)
<p>Majority of Early Stage One and Stage One students meet or exceed literacy levels at Literacy Language and Learning (L3) standards in reading, comprehension and vocabulary. All students show an increased capacity to work independently. Students with Individual learning plans achieve specific goals showing expected growth in focus areas. Teachers communicate confidence in implementing and innovating program to cater for needs of students. Teachers are able to reflect and articulate what works best and</p>	<p>Student work, Running Records, vocabulary lists, lesson observations, L3 trainers, L3 colleagues, monitoring sheets. Entering data on PLAN.</p>

## Progress towards achieving improvement measures

what needs to be changed, innovated and improved. Students commit to maintaining "L3" school status.

**Process 3:** Greater student engagement and individual achievement in working mathematics through teacher training and implementation of Youcubed mindsets and problem solving collaborative activities interwoven in numeracy program. See measurements in Strategic Direction 1.

### Evaluation

2020 teachers of students have comprehensive data passed on regarding individual student growth and achievement for the new year. Teachers engage in what works best reflection to ensure T & L is adjusted for the new year, and strengths and gaps are identified. Evidence provides clear direction for focuses in 2020 & beyond.

### Funds Expended (Resources)

NAPLAN, Youcubed and other problem solving resources, curriculum and curriculum tracker, internal assessment an against standardised base line data in Term 1. Curriculum tracker monitoring.

## Next Steps

Teachers professional development is focused on achieving our strategic directions through milestones created to meet the needs of our individual students and their cohorts. Teachers continue to strive for excellence in all elements of their role and reference this against the Quality Teaching Standards and School Excellence Framework.

All staff have a supervisor and mentor to guide direction and support them in their identified goals for 2020.



## Strategic Direction 3

### Excellence in Leading

#### Purpose

Inspiring a love of learning, confidence, creativity, compassion and resilience in our students as future global students by building capacity of students, staff and community through:

- Seeking excellence in meeting the diverse needs of our students, staff and community;
- Building stronger links with community through greater understanding to support their children's learning;
- Instilling and promoting School Community high expectations and strong values; and
- Maintaining a safe and nurturing environment.

#### Improvement Measures

The school has embedded practices and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

School-wide and inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff. The school staff team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

#### Progress towards achieving improvement measures

**Process 1:** Student, staff and parent satisfaction reflects an excellence in well-being, strong sense of belonging and confidence and inspired as life long learners.

Evaluation	Funds Expended (Resources)
<p>Survey and forums demonstrate</p> <ul style="list-style-type: none"><li>* Greater student engagement through purposeful and inspired learning</li><li>* Milestones achieved and teacher PDP short term and yearly goals achieved with relevant teachers immersed in accreditation status at proficient or higher level.</li><li>* Strong parent satisfaction in quality of learning and teaching, pastoral care and increased capacity in focus areas of all relevant stakeholders e.g. communication to assist parents help their children with mathematical homework. Communication attracts all in-zone students to their local school.</li></ul>	

**Process 2:** Highly effective coordinated pastoral care programs that incorporate citizenship and school values through social skill programs and student leadership programs

Evaluation	Funds Expended (Resources)
<p>K – 6 student feedback indicates a strong sense of belonging, feeling safe and increased to independently and collaboratively deal with conflict. Student's behaviour and school data collected through its rewards and discipline systems reflect a high level of positive behaviour and minimal repetition of inappropriate behaviour due to effective intervention</p> <p>All staff complete Sentral behaviour and reward system consistently and comprehensively. 99% of students feel empowered, safe and valued.</p>	<p>Rebound program, staff consistent in approach and following school wellbeing and discipline policy. Records of positive, negative behaviour and interventions are recorded and used in conversations with parents, students and staff and drive improvements and appropriate actions to support students, keep them</p>

## Progress towards achieving improvement measures

K – 6 student feedback indicates a strong sense of belonging, feeling safe and increased to independently and collaboratively deal with conflict. Student's behaviour and school data collected through its rewards and discipline systems reflect a high level of positive behaviour and minimal repetition of inappropriate behaviour due to effective intervention

All staff complete Sentral behaviour and reward system consistently and comprehensively. 99% of students feel empowered, safe and valued.

safe and modify inappropriate behaviour.

**Process 3:** Strong leadership facilitating delegation of roles, responsibility and collaboration (every school community member is a leader and contributes to our school)

Evaluation	Funds Expended (Resources)
<p>Existing and new programs all have more than one staff who is able to coordinate the event. All staff have increased confidence and capacity to effectively use any DET, internal and external systems.</p> <p>Teachers have plotted data against progressions for spelling, writing and in maths focus areas.</p>	<p>Regular usage and training on systems.</p>

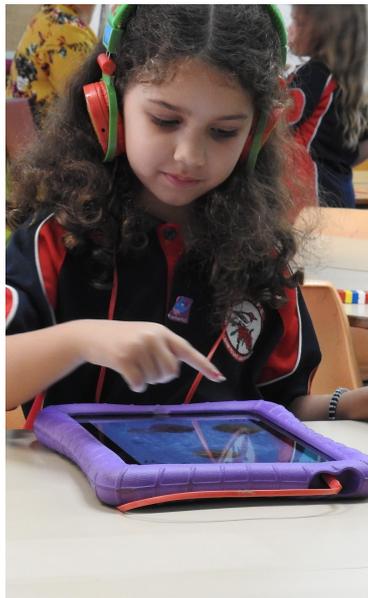
## Next Steps

In 2020, our focus is on

- providing students with consistent and comprehensive feedback so they are able to articulate specific goals and strategies to improve specific outcomes to parents and other students.
- continuing to assist building the capacity of parents to support their children's learning through workshops in focus area and clear communication.
- Continuing to embed a deep sense of community and belonging and strong links between home and school.
- Continuing to improve the way we nurture our students while increasing engagement, creativity and resilience in facing challenges.
- Continuing to improve our systems and procedures and increase the capacity of every staff member to ensure there is a succession plan in all aspects of our school and no program relies on one individual.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<p>Literacy, Language and Learning ( L3 &amp; S1L3) program training and resources.</p> <p>Professional learning and mentoring in numeracy</p> <p>Differentiated quality literacy resources</p> <p>Quality teachers and School Learning and Support Officers ( SLSO)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$2 000.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$1 000.00)</li> <li>• Low level adjustment for disability (\$16 000.00)</li> <li>• Support for beginning teachers (\$1 000.00)</li> </ul>	<p>Majority of students achieved state expectations in both numeracy and literacy, or achieved the agreed upon goals in Individual Learning Plans designed for their abilities and progress.</p> <p>All students provided with personalised programming and provided with immediate feedback through L3, S1L3 programming, scaffolded literacy and numeracy programs including access to Reading Eggs, Eggspress and Mathletics.</p>
<b>Low level adjustment for disability</b>	<p>LaST meetings. ILPs created with parents and consultants. Student outcomes and identified needs.</p> <p>30 hours a week for targeted student, school required to fund another 5 hours per week.</p> <p>11 hours for another student used in class and playground</p> <p>12 hours for another student used in class and playground</p> <p>\$369 – approximately 11 hours in term 2 (400 only this year allocated)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$16 000.00)</li> </ul>	<p>SLSO support is adjusted where necessary to meet all student, including targeted student, needs. Reviews identify what works best and where adjustments need to be made for quality learning and wellbeing support</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staff meetings, PL</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$9 000.00)</li> </ul>	<p>All teachers are able to demonstrate their professional learning has built capacity in Quality Teaching Standards and evidence is provided through surveys and student outcomes.</p>
<b>Socio-economic background</b>	<p>Additional technology to ensure access for all (includes ipads)</p>	<p>Every child had access to technology and other programs, including excursion, incursions, workshops and other educational,</p>

<p><b>Socio-economic background</b></p>	<p>All experiences, excursions, workshops subsidised by school and individuals provided with appropriate financial support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$4 000.00)</li> </ul>	<p>sporting, social wellbeing and safety programs.</p>
<p><b>Support for beginning teachers</b></p>	<p>L3 trainer and program</p> <p>NESA Principal and other collegial mentors</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$1 500.00)</li> </ul>	<p>Beginning Teacher accreditation reflects in the quality of teaching, impacting on student engagement and achievement.</p> <p>L3 implementation continues to have a significant positive impact on the literacy levels of our students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	47	52	46	38
Girls	40	33	36	36

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.1	93.1	95.5	94.2
1	93.5	93.5	91.3	90.9
2	95.1	91.9	93.3	89.2
3	93.5	93.9	93.9	94.3
4	94.9	90.7	92.1	90.3
5	94.7	91.2	91.8	94
6	95.8	92.8	92	88.5
All Years	94.9	92.3	92.9	91.7
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
Classroom Teacher(s)	3.47
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	200,783
<b>Revenue</b>	1,059,818
Appropriation	989,015
Sale of Goods and Services	1,351
Grants and contributions	67,267
Investment income	2,186
<b>Expenses</b>	-1,048,527
Employee related	-923,190
Operating expenses	-125,337
<b>Surplus / deficit for the year</b>	11,292

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 (\$)
<b>Targeted Total</b>	67,821
<b>Equity Total</b>	46,027
Equity - Aboriginal	5,371
Equity - Socio-economic	6,348
Equity - Language	2,679
Equity - Disability	31,629
<b>Base Total</b>	798,214
Base - Per Capita	19,240
Base - Location	7,133
Base - Other	771,840
<b>Other Total</b>	66,370
<b>Grand Total</b>	978,432

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](https://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.

### Literacy

Both cohorts show pleasing results with a number of results exceeding state expectations.

Data from this assessment is always analysed as part of many diagnostic assessment tools we use to measure our students' progress and drive designed educational programs. Students with Individual Learning Plans achieved outcomes goals set in 2019.

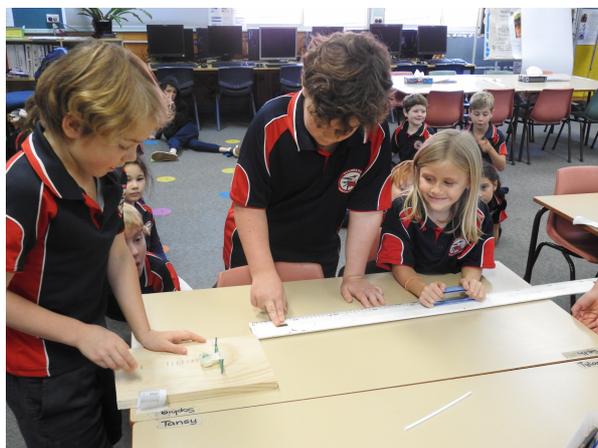
In 2020, staff will be focusing on spelling skills, grammar and punctuation and sentence structure in writing. We will be using consistent judgement criteria to plot progress and provide individual student feedback.

### Numeracy

Both cohorts show pleasing results with a number of results exceeding state expectations.

Data from this assessment is always analysed as part of many diagnostic assessment tools we use to measure our students' progress and drive designed educational programs. Students with Individual Learning Plans achieved outcomes goals set in 2019.

In 2020, staff will be focusing on improving the way we teach measurement and how we use consistent judgement to monitor progress and cater for individual student needs.



## Parent/caregiver, student, teacher satisfaction

### CLUNES PUBLIC SCHOOL 2019 SEMESTER TWO SURVEY RESULT OVERVIEW

Survey responses from 72 K – 6 students and 9 parents and carers

Surveys showed that 100% of students indicated they enjoyed coming to school at Clunes PS with 10% of all children surveyed saying they usually enjoyed coming to Clunes PS.

100% of parents and carers surveyed stated their child enjoyed coming to Clunes PS all the time or usually.

88% of students stated they felt valued and a sense of belonging with 12% stating they weren't sure if they were valued all the time.

100% of parents and carers surveyed stated their child felt valued and a sense of belonging.

The K – 6 responses regarding what they enjoyed most at Clunes P.S. were very varied and included specific learning areas while a small minority stated they liked specific subjects the least. (Teachers will look further into this in planning for the new year.)

A high percentage of students felt safe at school and added this was due to teachers helping them and other students being nice and helpful.

There was also a very strong view across K – 6 students that teachers cared about them and praised them for their efforts.

6 parent and carer responses stated the teacher had a good rapport with their child while 3 were neutral.

7 parents found communication with the teacher was excellent while 2 were neutral. The majority of parent and carers also stated their child received praise and constructive feedback.

Regarding level of work set across K – 6, 25% found work too hard or too easy while 75% stated the work was work they could do or challenging.

70% of students responded they found work interesting all of the time or most of the time with 28% stating some of the time. Students took responsibility for their learning and could state what they needed to do to improve they way they work with responses such as 'listen', 'focus on my work', 'practice'.

Interestingly 8 parents surveyed did not see regular, purposeful homework as an integral part of their child's education.

8 parents stated their child saw their learning as purposeful and engaging all or most of the time.

Parents and carers also indicated high satisfaction with communication in the school, appreciating and using the various tools for communication.

Responses regarding what people loved about Clunes included the strong sense of community, well liked teachers and friends, great, caring teachers, great playground, all key learning areas and the additional activities were mentioned in various responses, library being open at lunch during the week. Feeling safe and valued.

Responses regarding improvements that could be made were varied and inconsistent. These included individual comments such as 'better soccer balls', different science lessons, parents to help establish vegetable garden again, visits to the Mobile library, a pool, more muftis and more canteen days.

One person also asked that the uniform shop be available out of hours and there was a response regarding toilet access during class time.

The above results are an overview of survey responses. Normally survey results of little as 6% of parents and carers would not be communicated as it is not a true indication of the whole school families, however, I have published these results to be as transparent as possible.

We will take action where appropriate on suggestions and responses.

There were some concerns regarding students not being permitted to go to the toilet. Procedures were explained to parents to allay some misconceptions and action was also taken to ensure the wellbeing of all students.

Michelle Slee 11/12/2019

## **2019 Semester 2 Staff Survey results overview.**

Of the 10 responses to the survey, 6 were teaching staff, 2 were SLSOs and 2 were SASS staff. 90% of responses indicated they strongly agreed they understood and fulfilled the roles and expectations of their position with 10% agreeing.

All agreed or strongly agreed they were well supported in their role and all agreed they could identify areas for support and strategies to assist this.

50% felt overwhelmed by the workload at times and 50% never or rarely felt overwhelmed. Reasons for these results were around always striving to improve and the certain times of the year carry a heavier load than others e.g. reporting time. All believed they were aware of strategies to assist with coping and maintaining a healthy balance in lifestyle

90% of staff had time limitations regarding emails.

90% found their job rewarding all or most of the time.

80% felt they were consulted and contributed to school directions and planning, with one person unsure.

90% of staff involved with teaching stated they were organised and well prepared for teaching at all times and all teachers referenced teaching standards to ensure they were meeting expectations.

All teachers communicated the purpose of lessons and provided quality samples and all relevant staff stated they had a good rapport with their students and understand the whole child.

All teachers implementing "On Butterfly Wings" Spelling program indicated it was making a positive impact on the students spelling ability and literacy.

All teaching staff implementing "Mathematical Mindsets" and problem solving strategies indicated these were making a positive impact on their student's learning.

All staff contributed to whole school activities with only one staff member feeling they did not contribute to extracurricular activities. Responses overwhelmingly stated the importance of developing the whole child and providing an array of opportunities for students to experience.

All teachers state they are accessible to and respond promptly to parents with the aim to build strong positive relationships between home and school. Two staff members responded they were unsure or disagreed they did this in their role.

All staff agreed communication between staff and from the Principal was effective and comprehensive.

All staff members stated they were consulted on school matters 90% stated all or most of the time.

All teachers stated the new system of teacher release was working well, responding it has been a positive change for all, enabling the principal to know all students and having an additional teacher on class who is able to contribute to whole school programs.

Suggestions for improvement included continuing the array of opportunities available, a focus on play based learning and social skills and friendships in kindergarten, Robotics and Coding, and a Clunes PS Music Festival.

There were many responses regarding the positive qualities of Clunes PS including professional, collaborative staff who go above their role and provide many opportunities for the students. Supportive community. Great facilities, resources and programs.

Data overview compiled by Michelle Slee January 2020

## 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.

### Other School Programs (optional)

In 2019 we increased the quality and efficiency of how we integrated technology in our classrooms. Stage 3 implemented a highly successful B.Y.O. Device Policy and Program. Coding was implemented in the Stage 2 classroom and Year 2 to 6 students were able to engage in a lunchtime coding club held once a week. K – 6 students participated in robotics workshops and Lego technics while the school explored different platforms for different educational systems and purposes.

The highlight of the year was our first Film Festival which brought another dimension to our Creative and Performing Arts program while providing another media for performance. We received an excellent, enthusiastic response from all school community members and will again explore this genre of story telling and art, extending our skills and the quality of the product we produce in 2020.

