

# Clergate Public School

## 2019 Annual Report



2668

## Introduction

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

It is a time to celebrate and report on the achievements of our students and our school during 2019.

Our students have been highly engaged in their learning and have shown a positive attitude towards their education. Each student in our school has a right to feel proud of the progress they have made this year.

I would like to acknowledge our team of teachers who are very committed to their profession and our students. I know balancing a teaching program, professional development and overall student welfare is sometimes very challenging and somewhere in there, you need to find family and 'me' time. Supporting and working in partnership with our teachers is our support staff team. This team are often referred to as the 'quiet achievers' of the school. This team of people do a wonderful job, supporting both our teachers and students. With the changes often coming into schools these people are required to be flexible and adaptable. Despite the many challenges at Clergate Public School we have a great team who work well together, with one purpose, ensuring the best education for the students.

The other body that needs our thanks and recognition is our very active P&C and parents/carers. This proactive group of people are an asset to the school. They have provided us with additional resources and supported a range of programs. We are fortunate to have such a strong partnership between the P&C, parents/carers and the school, and this can be attributed to relationships that have been developed.

We have had many highlights this year and looking back through our newsletters and our photos of the year of 2019, we have shared so many experiences with our students and their families. Our students have been very fortunate to have been offered such a wide range of experiences; academic, sporting, and cultural. They have been involved in so many activities to broaden and strengthen their overall development both in and outside the classroom. These are outlined in our newsletters and through our social media.

I again extend a thank you to the parents for entrusting their children into our care, enabling us to have the best job in the world, teaching and learning with their children.

Natalie Philpott

Principal

Clergate Public School

## School background

### School vision statement

At Clergate Public School we believe in 'Our Best Always'. We are committed to creating a learning culture that provides high educational opportunities, where staff and students are at the centre of a community of learners, dedicated to striving for success.

Fundamental in achieving our vision is a focus on wellbeing, with an emphasis on the school's core values of being respectful, responsible achievers, guiding students to be confident and resilient members of the community in an ever-changing world.

### School context

Clergate Public School is situated on the northern outskirts of Orange in a rural setting. The school provides a dynamic and nurturing educational environment in which all students access quality personalised educational programs within a varied and balanced curriculum.

Clergate Public School maintains a continued commitment to providing quality teaching and learning in literacy and numeracy. New targets are set through a collection of quality evidence and data of each of the students. Each year students experience a variety of sporting, cultural and community events and activities. The children are provided with a variety of forms of technology to enhance learning within their classrooms.

The school maintains a culture, which focuses on continuous improvement and personal best for staff and students. At Clergate Public School, staff are passionate, multi-skilled, professionals who continually seek to enhance student's educational opportunities by taking part in targeted professional learning.

Clergate Public School values and promotes community participation and shared decision making with a highly committed parent body. Parents and community members make valuable contributions to the school's programs and special events.

The school supports and encourages student leadership, and promotes core values amongst the whole school community. Wellbeing is a priority for students, staff and all families.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

Student learning and outcomes are maximised across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence to inform teaching programs.

#### Improvement Measures

Every student will have personalised learning pathways to ensure a years' worth of growth for a years' worth of learning.

Increase the proportion of students achieving proficiency in line with the Premiers' Priorities.

Increased use of collaborative practice within professional learning communities.

#### Progress towards achieving improvement measures

##### Process 1: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension or enrichment programs.

Student goals are set and reflect high expectations.

Evaluation	Funds Expended (Resources)
<p><b>Personalised Learning Plans</b></p> <ul style="list-style-type: none"><li>• In partnership with parents, teachers and 100% of students established learning goals in the areas of literacy, numeracy and wellbeing through the development of Personalised Learning Pathways. This drove teaching, student progress and learning choices for each child.</li><li>• Staff increased their knowledge of the Literacy Progressions and trialled the use of PLAN2 to plot student growth. Staff used this data to share next points of need for teaching and provided students with personalised targeted feedback.</li></ul> <p><b>Visible Learning</b></p> <ul style="list-style-type: none"><li>• Students and staff focused on further embedding our set of Visible Learning dispositions that engaged and motivated learning across the school in line with growth mindset thinking. These were highlighted in newsletters as a fortnightly learning focus.</li><li>• Staff investigated strategies for sharing assessments with students and giving timely feedback.</li><li>• All students participated in surveys to monitor the progress of visible learning across the school.</li></ul> <p><b>Seven Steps</b></p> <ul style="list-style-type: none"><li>• Every child engaged in the Seven Steps to Writing Success program. Staff embedded Learning Intentions and Success Criteria for every writing lesson to make learning visible for students.</li></ul> <p><b>Future Directions</b></p> <ul style="list-style-type: none"><li>• Monitor, reflect, modify and implement Personalised Learning Plans.</li><li>• Program Learning Intentions and Success Criteria into every writing and Mathematics lesson.</li><li>• Staff professional learning on providing best practice feedback. Students to become more aware of Visible Learning language around assessments and feedback.</li><li>• Integrate Seven Steps to Writing with "I can" statements and the Literacy Progressions.</li></ul>	

##### Process 2: Teacher Professional Learning and Collaborative practice:

## Progress towards achieving improvement measures

**Process 2:** Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Professional learning is implemented to improve quality teaching and student learning processes and outcomes.</li><li>Targeted professional learning is completed in a systematic way to align with Performance Development Plan goals that focus on mentoring early career staff, Quality Teaching Rounds, Progressions in Literacy, Seven Steps to Writing Success and Visible Learning.</li></ul> <p><b>Future Directions</b></p> <ul style="list-style-type: none"><li>Develop a refined systematic strategy to monitor student growth using a range of internal &amp; external data as evidence sources.</li><li>Use teaching standards as part of PDP process for self-regulation and accreditation.</li></ul> <p><b>Visible Learning</b></p> <ul style="list-style-type: none"><li>Programming learning intentions (LI) and success criteria (SC) into every writing and Maths lesson</li><li>Staff give timely feedback to students following the assessment tasks.</li><li>Staff PL on providing best practice feedback</li><li>Develop a school wide set of common language posters to support student understanding of Feedback and Visible Learning language</li></ul> <p><b>Seven Steps to Writing Success/literacy progressions</b></p> <ul style="list-style-type: none"><li>Investigate collaborative planning/programming and instructional leadership (IL) to enhance professional learning support for teachers in classrooms.</li></ul> <p><b>Quality Teaching Rounds</b></p> <ul style="list-style-type: none"><li>Embed Quality Teaching Rounds to improve teaching practice for K–6 staff.</li></ul>	<p><b>Professional Learning: \$8759</b></p>

## Strategic Direction 2

### Wellbeing for Success

#### Purpose

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school with a sense of belonging to their school and community.

#### Improvement Measures

Increased number of students, staff and parents meaningfully connecting with student wellbeing programs and initiatives in the school.

Learning partnerships established which increase student involvement and success in the school and the wider community.

#### Progress towards achieving improvement measures

##### Process 1: A planned approach to wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Strategic implementation of wellbeing practices in consultation with the school community to equip students with robust social skills and emotional regulation was completed.</li><li>• As a school we enhanced effective partnerships with the whole Clergate community to strengthen our school culture of wellbeing.</li></ul> <p><b>Future Directions:</b></p> <ul style="list-style-type: none"><li>• Finalise Be You action plan, a program to support mental health and develop wellbeing and engagement</li><li>• Survey community around school wellbeing processes to strengthen practices</li><li>• Investigate monitoring strategies to better understand the impact of current wellbeing programs</li><li>• Review Clergate Public School's planned approach to wellbeing</li></ul>	

##### Process 2: Evidence based wellbeing initiatives

Develop and deliver wellbeing initiatives which build adaptive and resilient stakeholders across the school.

Evaluation	Funds Expended (Resources)
<p>Effective wellbeing approaches have been implemented into teaching programs after research was explored. These approaches equipped students with the skills to be more resilient and manage social situations confidently.</p> <p><b>Future Directions:</b></p> <ul style="list-style-type: none"><li>• Reflect and analyse completed evaluations, through staff meetings to inform 2020 practice.</li><li>• Identify trends and target areas from 2020 Tell Them From Me and Be You surveys.</li></ul>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4167 Aboriginal Background Funding	Learning support processes have been implemented to ensure personalised learning plans are in place for all Aboriginal students. Additional school learning support staff assist the students to address their personal learning goals and support them directly in the classroom specifically in literacy and numeracy sessions. All students have made progress against reading benchmarking, personal goals and in school assessments.
<b>Low level adjustment for disability</b>	\$12430 Low level adjustment for disability funding	The support teacher learning assistance has supported staff to develop a range of strategies to assist student learning in the classroom. Support programs and use of support resources have been reviewed each term. Evidence informed decisions were made to effectively respond to and address identified and emerging student needs. Internal assessment indicated that students supported in the program, showed growth in their identified area.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.172 staffing entitlement	<p>Teaching staff at Clergate Public School have engaged positively with the Performance and Development process. Staff identified and addressed professional development goals related directly to school priorities and self improvement to enhance their teaching and student outcomes.</p> <p>Additional time has allowed teacher collaboration, development of scope and sequences and teaching programs, opportunities to observe other teachers' lessons both within the school as well as other schools.</p> <p>This has contributed to the development of a positive professional learning community within the school and across the community of schools that is having a positive impact on student outcomes.</p>
<b>Socio-economic background</b>	\$23065 Socio-economic background	<p>Students were supported to engage in purposeful, tailored learning programs that were undertaken to enhance the curriculum. Students showed positive engagement with the tailored programs and achieved expected progress against program assessment expectations.</p> <p>Additional support was given through school learning support officers working in classrooms to assist student learning particularly in literacy, numeracy and wellbeing. Both internal and external data demonstrates positive trends in student growth.</p>
<b>Support for beginning teachers</b>	\$4873	Beginning teachers has been provided with additional support as per NSW Department of Education policy. Teacher feedback indicates that mentoring support and additional release has been valuable and productive.



<b>Support for beginning teachers</b>	\$4873	Specific support regarding programming for differentiated teaching and learning as well as the collection of evidence for accreditation have been the focus of training and mentoring. The outcome was evident through the successful attainment of teacher accreditation.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	53	50	43	47
Girls	43	53	49	43

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	96.7	92.2	92.3
1	96.6	95.7	95.4	94.6
2	96	98.6	94.4	95.1
3	95.7	98.6	91.2	96.8
4	94.1	95.6	97	95
5	94	93.1	89.8	95.4
6	93.8	94.5	91.1	94.8
All Years	95.1	95.9	92.9	94.8
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)	3.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.54

\*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>	103,378
<b>Revenue</b>	998,964
Appropriation	938,449
Sale of Goods and Services	2,030
Grants and contributions	57,628
Investment income	858
<b>Expenses</b>	-970,688
Employee related	-851,199
Operating expenses	-119,488
<b>Surplus / deficit for the year</b>	28,276

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	38,155
<b>Equity Total</b>	61,005
Equity - Aboriginal	4,167
Equity - Socio-economic	23,065
Equity - Language	0
Equity - Disability	33,773
<b>Base Total</b>	792,478
Base - Per Capita	21,587
Base - Location	1,665
Base - Other	769,226
<b>Other Total</b>	37,708
<b>Grand Total</b>	929,346

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.

## Parent/caregiver, student, teacher satisfaction

Each year Clergate Public School seeks the opinions of parents, students and teachers about the school. Information in this section is taken from the Tell Them From Me student and parent surveys. The staff survey data is not presented due to the small school setting and low staff numbers.

Their responses are presented below.

A summary of the returned parent surveys is presented below. The results are on a scale of 0 to 10.

### Partners in Learning Parent Survey – Parents Perspectives

Areas that were 7 or greater on the scale were:

- Parents feel welcome (8.6)
- Parents are informed (8.1)
- Parents support learning at home (7.0)
- School supports learning (8.1)
- School Supports positive behaviour (8.7)
- Safety at school (8.1)
- Inclusive school (8.4)

In other areas on the survey parents reported :

- 100% talking with a teacher two or more times
- 60% attended meetings more than 3 times
- 20% indicated they were involved in school committees.

In addition open ended responses were obtained to the following questions; Tell us what you like about our small school and two things that would make it even better; and What are two of the biggest challenges you face as a parent that the school may be able to assist with. These responses have been analysed and where possible and appropriate actions have been implemented.

### Primary Students Survey – Student Responses

Students from Years 4, 5 and 6 completed the Tell Them From Me survey. The Tell Them From Me Primary School Survey includes measures of student engagement. Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Clergate Public School are:

- 92% indicated a value of schooling outcomes
- 87% reported positive school behaviour
- 79% reported positive relationships

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. The results for Clergate Public School on two measures of intellectual engagement are:

- 92% quality instruction
- 81% effort

Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy. The results are on a scale of 0 to 10. With a score of over 7 were the following:

- Quality instruction (7.8)
- Positive teacher student relationships (8.2)
- Positive learning climate (7.1)
- Expectations for success (8.2)

Whilst this is a summary of the data obtained, the school analyses the full report and uses it to assist in its planning.

## 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.