

Claymore Public School

2019 Annual Report



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Introduction

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

Claymore Public School
Dobell Rd
Claymore, 2559
www.claymore-p.schools.nsw.edu.au
claymore-p.school@det.nsw.edu.au
4626 3988

Message from the principal

Claymore Public School is part of a vibrant community where students, parents and teachers work together to achieve the best outcomes for each child. The students value being safe, being respectful and being a learner and demonstrate this in all they do. The community has set high expectations and the school is proud of its achievements both academically and socially.

The school has established a positive culture where the focus is on learning to learn and the staff are committed to providing educational experiences that are appropriate for each child. The teaching staff constantly reviewed their own teaching and underwent professional development in order to achieve excellence in 21st century education to ensure innovative and differentiated learning experiences were provided.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Mark Hoppitt

Acting Principal



School background

School vision statement

VISION

Claymore Public School endeavours to be a dynamic learning hub that:

- provides excellence in education through a rich curriculum that is engaging, innovative and challenging;
- fosters a spirit of inclusiveness where diversity is valued and celebrated;
- supports the development of the whole child, where self-worth and self-belief is nurtured;
- fosters a culture of mutual respect and shared partnerships in education;
- creates a positive, safe and supportive school environment;
- is a school of continuous improvement and a source of pride; and
- equips students with the skills to become life-long learners who contribute positively to society.

MISSION

To create a vibrant learning community that is inspiring, engaging and supportive, empowering students to be confident, creative and informed individuals who contribute positively to our world.

School context

Claymore Public School is situated in South Western Sydney, and is part of the Campbelltown Network of schools for the Department of Education. The school has an enrolment of 357 students P–6, including 65 students in the support unit (consisting of IM, IO, Autism and Early Intervention classes). There are 56% of students from a Language Background other than English and 13% of students identify as Aboriginal and Torres Strait Islander. The school has an ICSEA (Index of Community Socio-Educational Advantage) of 888 and FOEI (Family Occupation Employment Index) of 160.

The school successfully caters for students from diverse language, cultural and socio-economic backgrounds, and aims to develop the whole child and cater for individual differences, providing many programs to support specific needs.

Claymore Public School is currently participating in the Early Action For Success strategy (commenced Term 4, 2012).

The school continues to build on quality teaching, learning and leadership practices, with a focus on improving student results in literacy and numeracy. The school implements a dynamic, innovative and differentiated professional learning model to enhance teaching, learning and leadership practices across the school.



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	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Based on the previous year's self-assessment, the school has consistently maintained its current performance in most of the elements. It is pleasing to note the school has demonstrated improvement in Curriculum, Assessment, Reporting, Effective Classroom Practice, and School Resources. The self-assessment indicated a need to refocus on Student Performance Measures as this had dropped slightly compared to 2018.

Strategic Direction 1

Quality Teaching and Learning

Purpose

It is essential that every student has access to quality teaching and learning to equip them with knowledge, skills and understandings to become confident and proactive citizens who embrace opportunities, contribute positively to society and lead successful lives. It is essential that every teacher is supported to implement quality teaching and learning which is underpinned by moral purpose and rich pedagogy, through the provision of quality focused professional learning that is evidenced-based, differentiated and highly supported.

Improvement Measures

10% improvement of students attaining expected levels on literacy and numeracy benchmarks (reading, writing and number) as evidenced by school based and external data (NAPLAN – decrease in lower and increase in the higher three bands in years 3 & 5).

10% improvement of students meeting EAfS benchmarks in reading, writing and number.

An improvement in the authentic use of a range of technologies to enhance student learning.

Increase the percentage of Aboriginal students achieving and/or exceeding expected grade level benchmarks in reading, writing and number.

An improvement in the daily teaching practice of critical reflection, informing intentional teaching to effectively cater for children's needs (within the Preschool).

Overall summary of progress

Extensive professional learning was provided for all teachers K–6 in the areas of reading, writing and number. The result is increased teacher capacity to implement quality literacy and numeracy lessons in their teaching and learning programs that reflect best practice and current research. All classroom teachers have had access to an Instructional Leader to assist with the planning and implementation of this professional learning as well as the development of quality assessment tasks, both formative and summative to support assessment practice in reading, writing and number.

In terms of NAPLAN data we are continuing to see a shift in the percentage of students in the lower bands moving to the middle bands in reading, writing and numeracy. We now need to work towards shifting these students into the top two bands across all strands. Internal school assessment data has shown improved progress in number and reading, however there is still further improvements and work to be done in these areas as well as in writing.

Intensive support programs have been provided to all students K to 6 who were identified as being at risk. Learning and Support staff also worked with students who identified as being 'just off the boil' in reading, writing and number. As a result, no student was left behind and all students made progress at their individual level. The term 'just off the boil' refers to a student who is just below stage expectations but has the potential to achieve.

The core curriculum was updated and renamed "Curriculum Assessment and Procedures". This document was compiled with contributions of all staff and the result is a consistent policy and guidelines for quality teaching and learning across the school.

Progress towards achieving improvement measures

Process 1: EAfS strategy K–2, focusing on extensive professional learning, intensive intervention programs, comprehensive analysis of data and strategic resourcing.

Evaluation	Funds Expended (Resources)
Early Action for Success in K–2 continued to be implemented under the leadership of the Instructional Leader K–2, with a focus on comprehensive data practices to support explicit teaching at point of need, particularly in the areas of writing and mathematics. Extensive professional learning was provided for all teachers K–2 in the key initiatives of Language, Learning and Literacy (L3), Jann Farmer–Hailey Consultancy and The Big Ideas in	Deputy Principal/Instructional Leader Early Action for Success Jan Farmer–Hailey Consultancy School Learning Support Officers

Progress towards achieving improvement measures

Mathematics, with the latter two being provided for all teachers K–6.

Extensive professional learning on The Big Ideas in Mathematics provided a team with additional skills to lead numeracy programs across the school. This leadership team supported enhanced teaching practices and led to the restructure of teaching and learning programs across the school, with teachers gaining a deeper understanding of the key benchmarks for students. Comprehensive assessments and data tracking processes were implemented to drive future teaching and support a continued and systematic approach to data collection and analysis.

Professional learning in the teaching of English and literacy across the school was strengthened this year, with all stage teams K–6 attending regular professional learning with Jann Farmer–Hailey Consultancy in collaboration with the Campbelltown Community of Schools, focusing on improved teacher practice in writing. This included class lesson observations, professional conversations and the attendance at termly master classes for the Instructional Leader and two classroom teachers.

Intensive intervention programs were delivered to students at risk, utilising the K–2 Learning and Support teacher and School Learning Support Officers, based on comprehensive analysis of data. This support focused on the implementation of Individual Learning Plans for targeted students.

Funding Sources:

- Early Action for Success (\$130603.00)
- Equity (\$32651.00)
- Professional Learning (\$4000.00)

Process 2: Curriculum and Assessment strategy to meet the diverse needs of every student, underpinned by a focused, dynamic, innovative and differentiated professional learning model supporting teaching and learning practices that reflect evidenced–based pedagogies.

Evaluation	Funds Expended (Resources)
<p>During Semester 1 all teaching staff engaged in spirals of enquiry as part of our professional learning model. This approach, although successful, was difficult to maintain due to the shortage of casual staff available to cover classes to release the teachers. As a result, we changed our focus to stage–based collaborative planning through the implementation of stage planning and professional learning days.</p> <p>In addition to this all teachers worked closely with their team leader and Instructional Leader in implementing their Professional Development Plan (PDP).</p> <p>The core curriculum was reviewed at the end of 2019 and renamed "Curriculum Assessment and Procedures". This document outlines the scope and sequence documents and assessment and programming expectations for all staff at Claymore Public School.</p> <p>The Learning and Support Teacher structures were reviewed during 2019 and the identification and assessment of 'at risk' students was redesigned. As a result all 'at risk' students from K–6 completed a focussed individual assessment that was used to develop an individual learning plan. These students worked with both the Learning and Support Teacher as well as Student Learning Support Officers (SLSOs).</p>	<p>Instructional Leader 3–6 (DP)</p> <p>Casual teacher for Spirals of Inquiry</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Equity (\$23429.00) • Professional Learning (\$15142.00)

Process 3: Implementation of an ICT strategy, ensuring access to current technologies, applications and professional learning, to support the authentic implementation of technology as a teaching and learning tool in all classrooms.

Evaluation	Funds Expended (Resources)
<p>This year we continued our focus on supporting teachers to embed technology into teaching and learning programs in an authentic manner. The technology committee led hands–on workshops showcasing staff expertise using various technologies. These initiatives enhanced teacher knowledge</p>	<p>Technology coordinator/technician</p> <p>Technology hardware</p>

Progress towards achieving improvement measures

and pedagogical practices in ICT. The majority of aging interactive whiteboards were replaced with new Prowise Touchscreen boards and supported student engagement. We continued to employ a specialist technology coordinator who provided school-wide technology support. An analysis of the effectiveness of the ICT Strategy initiatives was carried out during Term 4, incorporating data from the end of year surveys completed by staff, students and parents/carers. As a result of this analysis, it was decided that Seesaw would continue into 2020, however, Filmpond and Skoolbag App are no longer required. A review of current resources and practices in ICT was carried out, with recommendations for future hardware purchases and processes made.

Funding Sources:

- School Operational Funds (\$14000.00)
- School Operational Funds (\$39500.00)

Process 4: Aboriginal Education strategy, supporting Aboriginal students in attendance, engagement and achievement of outcomes that match or better the outcomes of all students.

Evaluation	Funds Expended (Resources)
<p>End of year surveys completed by school staff, students and parents, as well as recommendations made during the school's Community Consultation Evening, were used to evaluate 2019 initiatives and events in Aboriginal education. This data indicated that cultural initiatives including Koori Club and Dance Group are highly valued by the school community as they continued to provide students with authentic cultural experiences and united the students as a cohesive group within the school. Students performed at two major community events during Term 4 – Lyrebirds Dance Festival and the Aboriginal Student Awards Evening. These performances were a positive experience for the students and continued to promote the school's achievements within the local community, enhancing the school's profile. Personalised Learning Pathways (PLPs) continued to document and guide focus learning goals for Aboriginal students. The process of planning, implementing and evaluating PLP goals in consultation with students and parents supported positive home-school relationships. Students were supported within classrooms by the school's School Learning Support Officer Aboriginal Education who assisted students to achieve their PLP goals.</p>	<p>School Learning Support Officer Aboriginal Educational</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal Background Funding (\$61252.00)

Process 5: Early Years Learning Strategy, focusing on the delivery of excellence in early childhood education.

Evaluation	Funds Expended (Resources)
<p>This year our executive and preschool staff focused on developing a new Quality Improvement Plan for the preschool, utilising the National Quality Framework to self-assess our performance in delivering quality education and care. There was an emphasis placed on deep, critical reflection which supported in the development of future directions for the preschool. This year we also completed the Assessment and Rating process for the preschool, where we were rated as exceeding National Quality Standard in 6 out of 7 Quality Areas.</p>	<p>Teaching and Learning Resources</p> <p>Deputy Principal/Instructional Leader (as above)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School Operational Funds (\$10000.00)

Next Steps

Professional learning in collaboration with Campbelltown Community of Schools with Jann Farmer-Hailey (JFH) around literacy teaching and learning and instructional leadership. K-2 teachers commence training in L3 Stage 1 and Kindergarten as required. Implement instructional leader classroom support 9am-1pm, 4 days a week K-2. Develop plan for SLSO support in K-2 classrooms in literacy and Big Ideas. Investigate professional learning around phonics, phonemic awareness and grammar. Develop a plan for librarian mentoring/professional learning. Develop plan for professional learning model K-2. Plan and implement whole school professional learning in literacy and numeracy each term.

Design school professional learning model which includes the implementation of co-planning, co-teaching and co-evaluation aligned to budget, including allocations for Quality Teaching Successful Students staffing, planning days and professional learning days. Supervisors to support teaching staff to develop PDPs which may incorporate a writing, reading, numeracy and student feedback goal to support school directions. Introduce staff to updated curriculum and

assessment procedures. Continue co-planning/co-teaching sessions preschool to Year 6. Evaluation of assessment procedures to occur annually. Continue professional learning support with JFH Consultancy with a focus on reading. Supervisors support teachers to design assessment schedules and plan for consistency of teacher judgement (CTJ) sessions. Instructional Leader/Deputy Principal to develop an action plan around Professional Learning with a focus on: phonemic awareness, phonics and spelling and grammar K-6.



Strategic Direction 2

Strong Community Partnerships

Purpose

Strong community partnerships are a cornerstone to building schools of excellence, where there is a thriving culture of learning and improvement to the benefit of all members of the school community. It is essential to foster engagement, developing positive and respectful relationships across the school community, promoting shared ownership and partnerships towards common goals. Educating the community equips them with skills, builds confidence and empowers them to engage positively and successfully with society, and in turn, supports students' development of strong identities as aspirational learners.

Improvement Measures

An improvement in the number of parents/carers participating in discussions with staff regarding student progress.

Increased opportunities for parents/carers to be involved in consultation processes within the school.

An increase in the number of parent development opportunities provided, and in the number of parents engaged in these opportunities.

An increase in the number of opportunities for students to contribute to their wider community from 2017 baseline.

Overall summary of progress

Community success was achieved through genuine reciprocal relationships that valued the contributions of community, along with developing high quality collaborations that engaged all key stakeholders. In 2019 Claymore Public School regularly hosted a variety of parent and community events, and celebrated the achievements of our staff, students and wider school community through whole school assemblies, high achievers' morning tea, attendance reward parties and PBL rewards.

The school utilised a variety of methods to ensure communication between the school and parents/carers was frequent and effective. Claymore Public School actively used the school Facebook account, the school newsletter, semester reports and Seesaw for effective communication. As a result, parents and carers were provided with timely feedback on their child's academic progress, their general wellbeing, and regularly informed of school events and celebrations. The wider community continued to have a genuine voice in decision making, including the community consultation evening, school-based surveys, three way learning conversations, social media platforms and through Tell Them From Me (TTFM) surveys.

In 2019, Claymore PS implemented three way learning conversations. The aim of this was to increase parent and student participation in reporting processes and replaced the traditional parent/teacher interview format. These conversations provided an avenue for reporting student progress to parent/carers, complementing the written reports and with students involved in sharing their learning. These conversations were held during Term 2 in line with the distribution of student reports, allowing parents to have a forum to discuss student results. This provided parents with an authentic voice to discuss the progress of their children.

The school's Student Contribution Strategy enabled a number of students from K-6 to positively contribute to the local and wider Campbelltown community throughout 2019. Students, their families and staff successfully participated in: the Campbelltown ANZAC Day and Remembrance Day activities, the NAIDOC Week march in conjunction with Campbelltown Council, performances at Eagle Vale Marketplace and a visit to a local aged care facility to entertain residents.

The school continued to survey/consult staff, students and parents throughout the year to evaluate the success of school planning initiatives, ongoing programs and practices, and school satisfaction. A successful Parent Consultation Evening was held late in 2019, with parent/carer and community responses utilised during end of year evaluation and planning processes. These suggestions were used to develop 2020 School Plan strategies and milestones.

Progress towards achieving improvement measures

Process 1: Community Consultation and Engagement Strategy – consultation, school promotion, communication modes.

Evaluation	Funds Expended (Resources)
<p>The annual Community Consultation Evening took place during Term 4, with a high number of community members taking part in evaluations during the evening. The school's vision and mission statements were evaluated during this evening, with plans to incorporate suggestions into an update of this document during 2020. The implementation of end of year surveys completed by teachers and non-teaching staff, students, and parents/carers was a successful strategy to gain information about the school's initiatives, strengths and areas for development. The parent/carer survey was completed by 66 community members and provided the school with insights into the community's perceptions of areas such as home-school communication methods, school culture, and school initiatives and programs. During the year, 279 parents/carers participated in discussions with staff regarding student progress. This included initiatives such as three-way interviews, Personalised Learning Pathways planning meetings for Aboriginal students, support class Individual Education Plan planning meetings, and Out of Home Care and Integration Funding Support planning meetings. Additional consultation processes included two preschool consultations and an evaluation of student reporting practices. Popular modes of communication between home and school included the school's Facebook page, fortnightly newsletter and Seesaw, which supported individualised communication between teachers and parents.</p>	<p>Community Consultation Initiates</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School Operational Funding (\$3735.00)

Process 2: Student Contribution Strategy – students contributing to the school and wider community.

Evaluation	Funds Expended (Resources)
<p>Building partnerships with the community continues to be a strong focus for our school, with a particular emphasis on providing opportunities for students to contribute to the school and the wider community. During 2019 we were able to forge and strengthen partnerships with Eagle Vale Market Place, Eagle Vale Woolworths, Claymore Action Network and Campbelltown Council. This supported us in being able to provide numerous opportunities for our students to contribute to the wider community, with 137 students involved. These opportunities included performances for members of the community at a local nursing home and Eagle Vale shopping centre. Our student leaders were provided the opportunity to attend and participate in the Anzac Day Memorial and we were able to provide an opportunity for all students and community members to represent the school in the Anzac Day march and NAIDOC Week march. We continued to provide additional opportunities for our Aboriginal students to contribute to the community. Our Aboriginal dance group performed with other students at the Lyrebird Dance Festival and they were also selected to perform as a highlight act at the Aboriginal Awards evening.</p> <p>Feedback on these initiatives from end of year surveys and during the annual Community Consultation Evening indicated that these opportunities are highly valued by the students involved and the community as a whole, with recommendations they continue in the future.</p>	<p>Buses to transport students to performance venues</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School Operational Funding (\$950.00)

Process 3: Community Education Strategy – providing community members with educational opportunities such as workshops and TAFE courses.

Evaluation	Funds Expended (Resources)
<p>This year, 6 opportunities for community education were provided and included an NDIS workshop and sessions with our Speech Pathologist. A parenting group in collaboration with the Benevolent Society occurred weekly</p>	<p>Parent Workshops</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

from Terms 2–4, strengthening our transition to school program and providing ongoing support throughout the year. Twenty–seven parents were impacted by these opportunities, with a plan to increase these numbers in 2020.

• School Operational Funding (\$400.00)

Next Steps

- Refine the wellbeing referral processes to involve all key stakeholders more authentically and support executive members in the planning, implementation and review of wellbeing practices across the whole school community.
- Continued enhancement of community communication through Facebook, Seesaw and the school website to support communication between the school and community
- Implement three way learning conversations in 2020 to increase parent and student participation in reporting processes.
- Continued authentic community consultation through Tell Them From Me Surveys and Community Consultation evenings.



Strategic Direction 3

Enriched Opportunities

Purpose

It is vital that students, staff and community members are given the opportunities to develop their strengths and interests in order to build capacity, nurture passions, meet individual needs and foster potential, in order to equip them with skills and support them towards leading an active, purposeful and fulfilling life. It is imperative to build and strengthen the leadership capacity of all individuals to benefit the school, the education system and society as a whole.

Improvement Measures

An increase in the number of leadership development opportunities for students, staff and community members, compared with 2017 baseline data.

An increase in the number of opportunities for students to develop their passions, talents and skills, compared with 2017 opportunities.

An increase in the number of instances where community members share their skills and talents with others, compared with 2017 opportunities.

Increased proportion of students reporting a sense of belonging, positive relationships, expectation for success and advocacy at school.

Overall summary of progress

The number of leadership development opportunities for students, staff and community members, compared with 2017 baseline data continued to grow in 2019, with 28 students, 69 staff members and 5 community members being provided with leadership development opportunities. The number of opportunities for students to develop their passions, talents and skills, compared with 2017, has also increased with 21 opportunities being provided in 2019 and 456 students now being impacted. The proportion of students reporting a sense of belonging, positive relationships, expectation for success and advocacy at school, as indicated in the yearly Tell Them From Me Survey, has also increased, with 'a positive sense of belonging' increasing by 5 percentage points from 80% to 85% and students reporting 'positive relationships at school' increasing from 77% to 80%.

Progress towards achieving improvement measures

Process 1: Leadership Development Strategy – initiatives to improve the leadership capacity of students, staff and community members.

Evaluation	Funds Expended (Resources)
<p>Aspiring leader workshops for teachers were held during Term 4, covering a variety of topics to address the varied needs of the group. A positive outcome of the initiative was the process of aspiring leaders and executive staff sharing skills and knowledge with each other to support growth. The initiative supported the participants to develop confidence and skills, with a number of them applying for relieving leadership positions during 2020. A challenge for the continuation of this initiative in 2020 will be developing strategies to cater for the varied needs of the group, due to the variety of experience and leadership levels of the participants. The school's PDP process supported staff to develop leadership qualities, with a number of teachers, executive and non-teaching staff implementing goals to successfully support personal leadership development. Twenty-eight students and 5 community members benefitted from leadership development opportunities. There were 69 instances where staff members undertook roles and/or training opportunities to develop their leadership skills. SRC processes were evaluated as part of whole school end of year evaluations, with a number of recommendations for 2020 being made. A major recommendation was the need to create additional roles for SRC members, school leaders and the school's house captains.</p>	<p>Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning Funding (\$29343.00)

Progress towards achieving improvement measures

Process 2: Personal Enrichment Strategy – additional opportunities for all members of the school community to develop their passions, strengths and talents.

Evaluation	Funds Expended (Resources)
<p>This year the school continued to focus on providing additional opportunities for students to develop their passions, strengths and talents. Our personal enrichment committee reformed with an aim to provide additional enrichment opportunities, not only for students, but for staff and community members to utilise their own skills and talents. As a result, two different after school clubs were offered from Terms 2–4, providing opportunities for over 40 students per term. Staff were encouraged to select different students for each term to maximise the number of students having access to this program. High quality after school clubs were delivered to students in the areas of drama, science, visual arts, dance, technology and gardening. Not only did these provide additional opportunities for our students, but they provided an opportunity for parents to engage in the school community through our clubs sharing afternoon which took place in Week 8 of each term.</p> <p>The school continued to have a strong focus on creative arts, with the committee maintaining a commitment to identifying and developing student talent. The Claymore Singers continued to perform at school events and externally at the 2019 Parent Conference at Airs High School. The Claymore Singers, along with other performance groups such as Junior Dance and Drummers were also provided with the opportunity to perform at Eagle Vale Market Place and a local nursing home.</p> <p>The school continued to link with the Western Sydney University (UWS) to provide additional opportunities for our students, with Stage 3 students participating in the First Foot Forward program. Through these initiatives the school continued to provide enrichment opportunities aimed at developing and nurturing students' passions, interests and talents.</p>	<p>Nil</p>

Process 3: Student Wellbeing Strategy – supporting the social/emotional wellbeing of all students, developing in students a sense of confidence, self-belief and belonging.

Evaluation	Funds Expended (Resources)
<p>Student Wellbeing continues to be a priority for the school, with numerous strategies implemented to support the welfare and wellbeing of all students. 2019 welfare data indicates improvements in all areas, with Positive Behaviour for Learning (PBL) implemented consistently and effectively to support the welfare of students. Executive staff provided professional learning on the PBL practices and theory, providing the key underpinnings of the PBL initiative and useful strategies to support the wellbeing of students in the classroom and on the playground. During the year, two additional staff members were provided with formal training in PBL to support its sustainability within the school.</p> <p>Kindness on Purpose continued to be implemented this year, which is an initiative aimed at connecting students to empathy by implementing acts of kindness. This year saw the implementation of a Kindness Wall, whereby weekly winners of the Kindness Award were displayed, and this will continue to be implemented in 2020.</p> <p>The school's chaplaincy program was also implemented this year, supporting students with specific welfare needs in the classroom and providing an additional playground setting to develop their social skills. A friendship group to support the social skills of a number of girls was implemented in Semester 1 effectively utilising school counsellor support.</p> <p>The school's anti-bullying and anti-racism procedures were promoted regularly to staff, students and community members, through PBL lessons</p>	<p>Kindness on Purpose Program</p>

Progress towards achieving improvement measures

and at end of term assemblies. Data continues to show a very low number of incidents of this nature.

The 'Every Child Known, Valued and Cared For' initiative was introduced to staff this year and a committee was formed with an aim to continue in 2020.

Our improvement measure 'an increased proportion of students reporting a sense of belonging, positive relationships, expectation for success and advocacy at school' was assessed using the annual Tell Them From Me Survey. Highlights from this data include:

- 85% of students indicated they feel a positive sense of belonging at the school, compared with a NSW norm of 81% .
- a school average of 8.5 (out of 10) was indicated for students who feel they have someone to advocate for them at school, compared with a NSW norm of only 7.7.

Next Steps

During 2020 the school will continue to implement its Leadership Development Strategy to improve the leadership capacity of students, staff and community members. Team leaders will continue to encourage all staff to include leadership development within their professional development plans, with a range of leadership opportunities and training provided to support staff in the achievement of these leadership goals. Aspiring school leaders will have the opportunity to be mentored by executive staff and attend professional learning opportunities to further develop their leadership skills. Students will continue to be provided with leadership opportunities, with a focus on developing additional leadership roles for school captains and prefects, house captains and SRC leaders. The school will continue to work with the community to provide leadership development opportunities for parents and carers through P&C committee roles as well as through opportunities for community members to support school staff with events and initiatives.

The school's Personal Enrichment Strategy will continue to provide additional opportunities for members of the school community to develop their passions, strengths and talents. Community members who have specific skills or talents will be utilised to support school initiatives, with the aim of them sharing their skills with students. After school clubs will continue to operate during Terms 2–4 to support students to develop their skills and talents. The school will continue to have a strong focus on creative arts, with teachers leading student performance groups in singing and dance. A major focus for 2020 will be the school concert, where students will be encouraged to showcase their talents before a large audience.

Student wellbeing will remain a focus in 2020, with the continuation of successful initiatives including the employment of a Student Wellbeing Officer/Chaplain, the Kindness on Purpose program, and the school's PBL systems and supports. The school's anti-bullying initiatives will continue, with a renewed focus on the student help box strategy, an update to the 'Sylvester at Assembly' strategy, and a continuation of specific social skills lessons within the schedule of weekly PBL lessons. A specific set of PBL lessons will be developed and implemented at the start of the year to ensure that students commence the year with the necessary strategies to follow school-wide expectations and manage conflict in an appropriate way.



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>School Learning Support Officer Aboriginal Education</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$61 252.00) 	<p>Aboriginal Background Funding was used to employ a School Learning Support Officer (SLSO) Aboriginal Education to work closely with teachers and students in classrooms to assist Aboriginal students to reach their potential through culturally relevant, quality teaching and learning programs. The SLSO Aboriginal Education supported students in the achievement of their Personalised Learning Pathway goals within the context of their regular lessons and in small group learning situations.</p> <p>The SLSO also supported teachers in the implementation of programs such as the Opportunity Hub cultural lessons for Stage 3 students, Koori Club, and digeridoo and dance groups. The SLSO had a positive impact on student outcomes through promoting Aboriginal education throughout the school and community and supporting parents and families.</p> <p>Koori Club took place weekly, with two groups of dedicated students benefitting from this regular activity.</p> <p>The school's Aboriginal dance group continued to engage a large number of Aboriginal and non-Aboriginal students of all ages. Ongoing performances throughout the year, but specifically at two high profile events during Term 4, helped to raise the group's profile within the school and wider community.</p>
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$73 073.00) 	<p>Through the completion of end of year data processes, consolidated phase data was collected and analysed for each English as an Additional Language/Dialect (EAL/D) student across writing, reading and oral language acquisition. All EAL/D students and support requirements have been identified going forward to 2020 which is assisting the setting of priorities in EAL/D. Focus for early 2020 will be the analysis of NAPLAN data for EAL/D students, and the development of plans to address student needs where applicable. The EAL/D teacher to participate in ongoing professional learning in the area of EAL/D to ensure they are using best practice in EAL/D teaching and learning.</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$194 912.00) 	<p>As part of end of year data review by the learning and support team, planning began for 2020 classes. IEPs were reviewed which also supported planning for 2020. Using this information, the whole school data base was updated. Evaluation of whole school personalised learning and support program will take place early in 2020 to guide future processes. SLSOs were employed to support students with learning and support needs, with a focus on supporting increased levels of student participation, engagement and improved learning outcomes. A targeted</p>

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$194 912.00) 	<p>student mentoring program for individuals and groups was implemented and successfully supported students with their social/emotional needs. SLSOs worked alongside teachers to implement Individual Education Plans (IEPs) that addressed specific student needs in literacy and numeracy.</p>
<p>Socio–economic background</p>	<p>Salaries and resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$595 162.00) 	<p>Deputy principals were employed to work as instructional leaders to support the provision of high quality differentiated professional learning, working with individuals and teams, supporting teachers to enhance their teaching pedagogy and leadership capacity to ultimately improve student outcomes.</p> <p>Additional teachers were employed to support the instructional leadership model and also enable staff to be released to participate in the coaching/mentoring program and further professional learning.</p> <p>Learning and support teachers and SLSOs were employed to assist teachers with the implementation of individual and group learning plans, targeting identified needs within individual and small group instruction. Targeted mentoring programs were implemented, catering for the behavioural and social/emotional needs of targeted students.</p> <p>Some funding was provided to support the implementation of technology support across the school, assisting teachers to effectively embed a range of technology within learning experiences. Technology was upgraded to ensure student access to a variety of platforms catering for 21st century learners.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$6 193.00) 	<p>This year, three beginning teachers received funding and were supported through ongoing and regular support sessions with an experienced mentor. The support model provided professional learning, networking and shoulder to shoulder guidance in the classroom, enhancing teacher confidence and developing their skills. As a result, observations and evaluations reported increased quality teaching and learning programs for students.</p>
<p>Early Action for Success</p>	<p>As above</p>	<p>The key feature of this initiative continues to be the appointment of a high quality instructional leader (deputy principal) to provide hands–on instructional leadership across K–2. The main priority for the instructional leader was to strengthen the implementation of data driven teaching practices based on current research and pedagogies in literacy and numeracy.</p> <p>All teachers across K–2 were provided with extensive, targeted professional learning, focused on implementing quality formative and summative assessment practices and utilising data to design and implement quality teaching and learning programs. With a focus on literacy and numeracy, teachers were</p>

Early Action for Success

As above

provided with ongoing professional learning in The Big Ideas of Mathematics, Language, Learning and Literacy (L3) and the Jann Farmer–Hailey Consultancy pedagogies.

A K–2 learning and support teacher (LaST) role was created to provide targeted support in literacy to students at risk of not achieving expected outcomes. This was supported in the classroom through the strategic use of SLSOs to provide targeted support to small groups who required additional support to meet expected benchmarks in literacy and numeracy.

Funds were also expended to purchase quality resources to support the implementation of literacy and numeracy teaching and learning programs.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	158	144	140	156
Girls	143	140	143	137

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.5	87.9	88.7	88.6
1	92.3	89.2	93.4	87.5
2	90.7	91.4	91	91
3	92	91.8	91	87.4
4	91.9	90.9	91.9	86.9
5	88.1	92.8	91.8	88.9
6	91.4	89.6	92.8	90.2
All Years	91.1	90.6	91.5	88.6
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

Attendance is still below the state average. Poor attendance is likely to have a negative impact on each student's academic and social progress. A 90% attendance rate equates to a student missing one day in every fortnight – over 13 years of education, this student would have missed 1.5 years of schooling. The school will continue to work with the community to improve student attendance.

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)	3
Classroom Teacher(s)	16.84
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	11.12

*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	787,936
Revenue	5,021,657
Appropriation	4,941,298
Sale of Goods and Services	24,938
Grants and contributions	52,439
Investment income	2,881
Other revenue	100
Expenses	-5,034,735
Employee related	-4,452,378
Operating expenses	-582,357
Surplus / deficit for the year	-13,078

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.

In addition to the school's staffing allocation as above, the school employed additional staff members through targeted funding including: 3.2 deputy principals (3 assistant principals completing higher duties), 4.4 classroom teachers (3 backfilling for deputy principals), 5.0 School Learning Support Officers (averaged allocation of full-time and part-time SLSOs), and 0.2 technology learning facilitator.

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	1,299,637
Equity Total	929,881
Equity - Aboriginal	66,735
Equity - Socio-economic	595,162
Equity - Language	73,073
Equity - Disability	194,912
Base Total	2,060,278
Base - Per Capita	75,408
Base - Location	0
Base - Other	1,984,870
Other Total	544,964
Grand Total	4,834,760

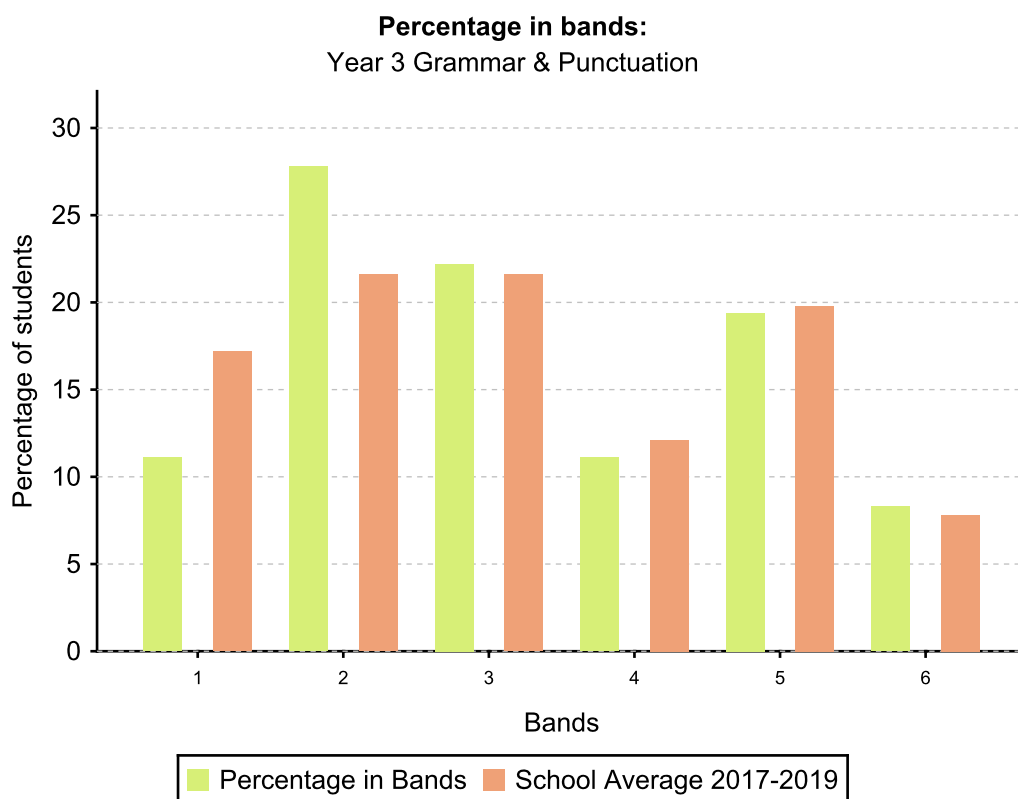
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

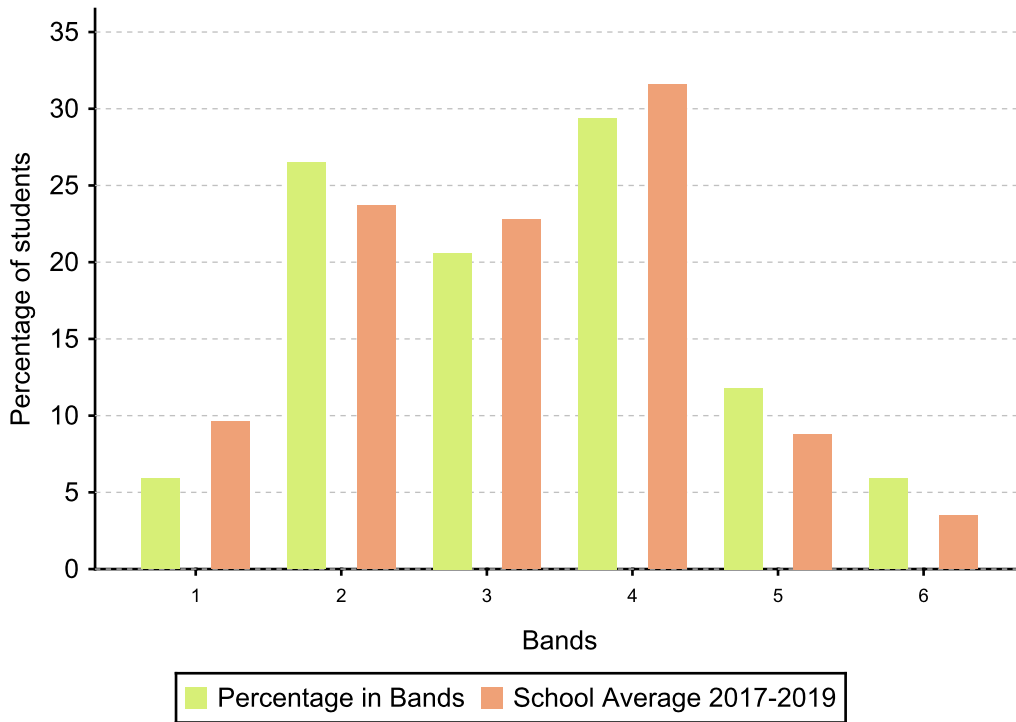
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



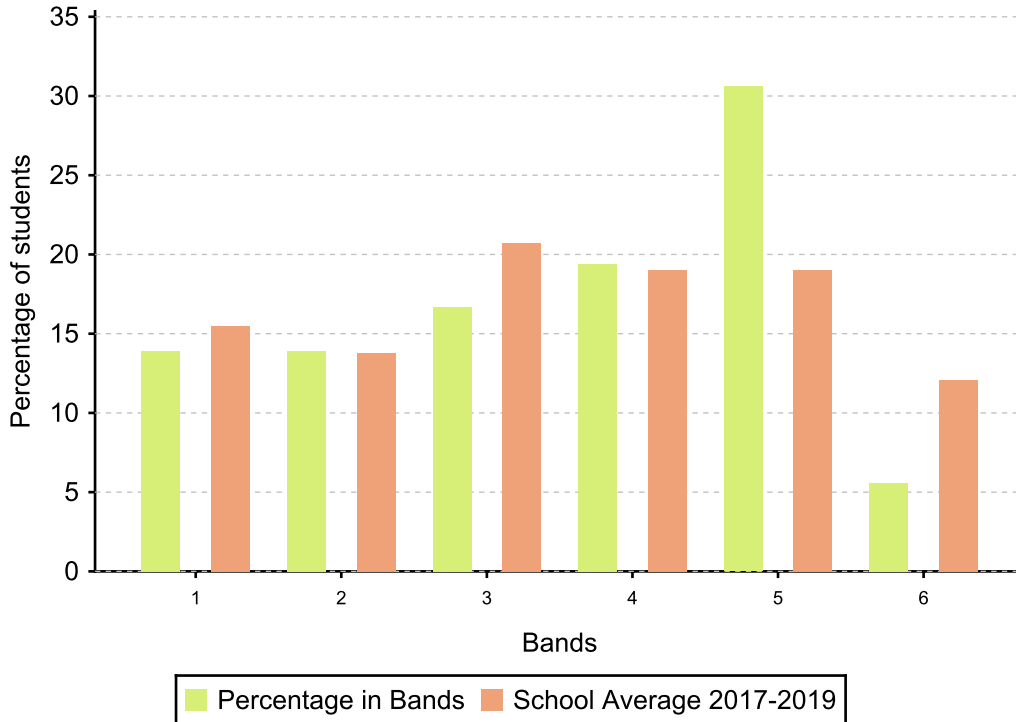
Band	1	2	3	4	5	6
Percentage of students	11.1	27.8	22.2	11.1	19.4	8.3
School avg 2017-2019	17.2	21.6	21.6	12.1	19.8	7.8

**Percentage in bands:
Year 3 Reading**



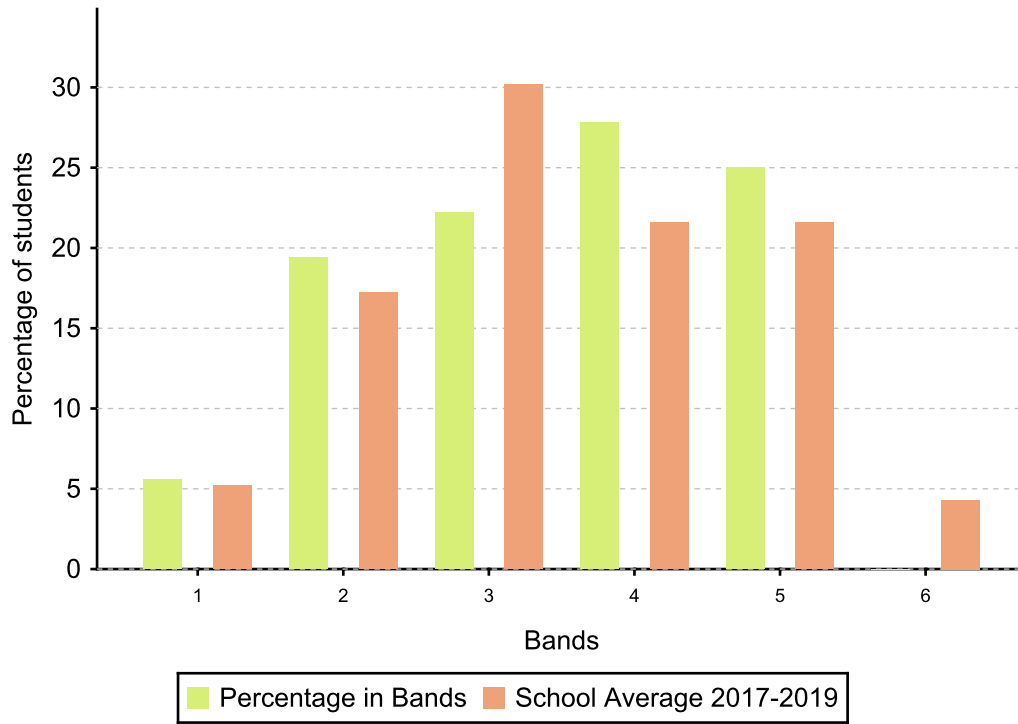
Band	1	2	3	4	5	6
Percentage of students	5.9	26.5	20.6	29.4	11.8	5.9
School avg 2017-2019	9.6	23.7	22.8	31.6	8.8	3.5

**Percentage in bands:
Year 3 Spelling**



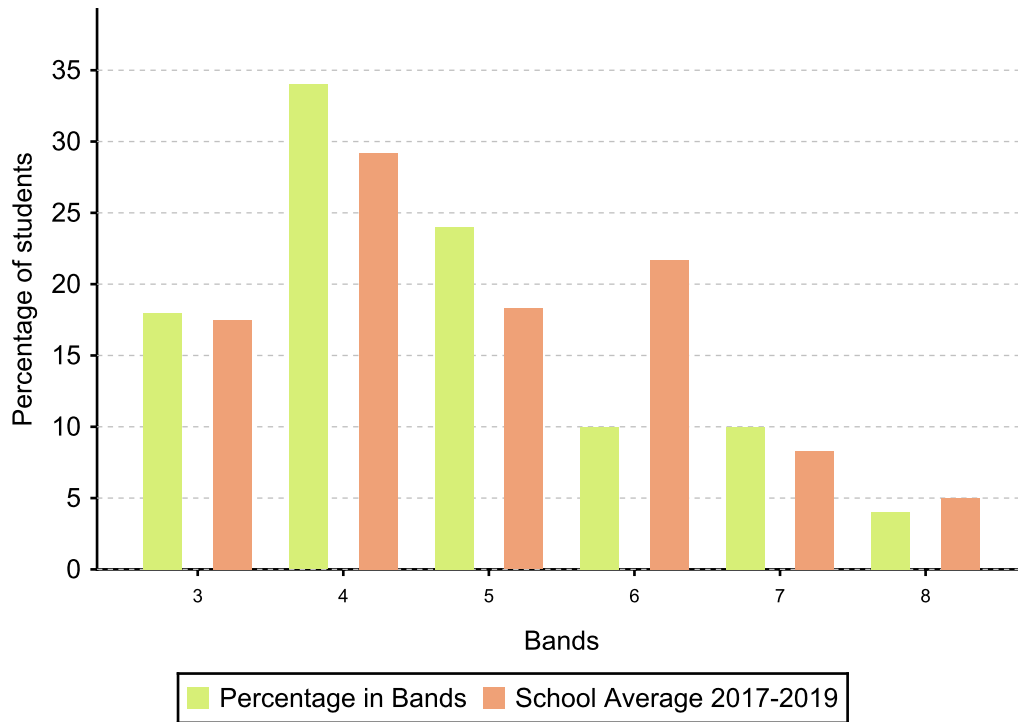
Band	1	2	3	4	5	6
Percentage of students	13.9	13.9	16.7	19.4	30.6	5.6
School avg 2017-2019	15.5	13.8	20.7	19	19	12.1

**Percentage in bands:
Year 3 Writing**



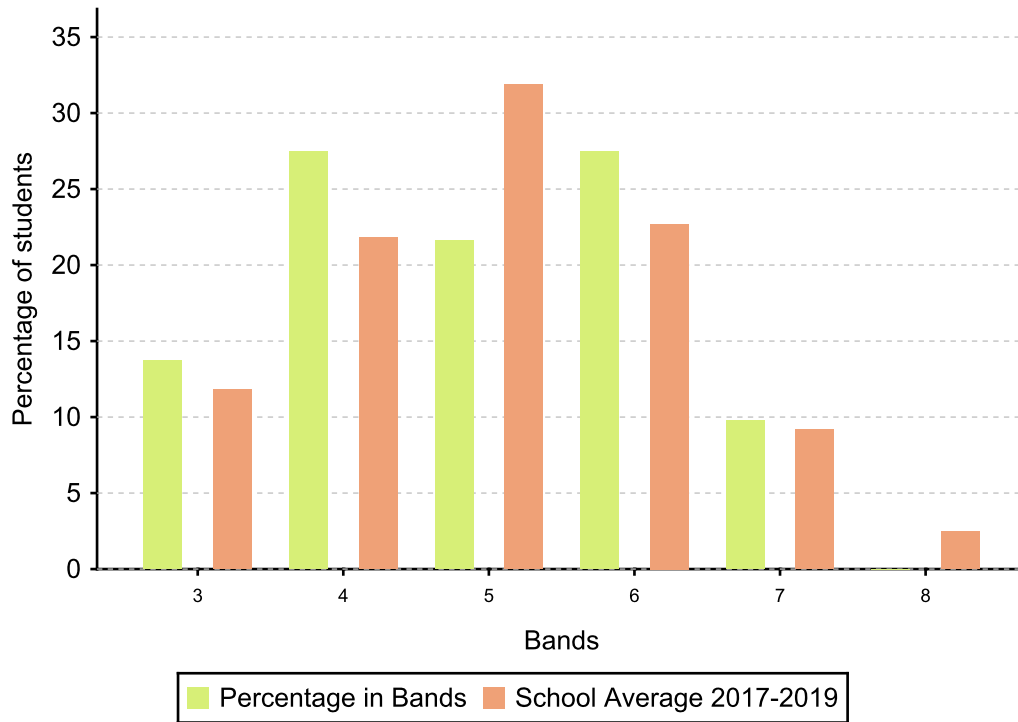
Band	1	2	3	4	5	6
Percentage of students	5.6	19.4	22.2	27.8	25.0	0.0
School avg 2017-2019	5.2	17.2	30.2	21.6	21.6	4.3

**Percentage in bands:
Year 5 Grammar & Punctuation**



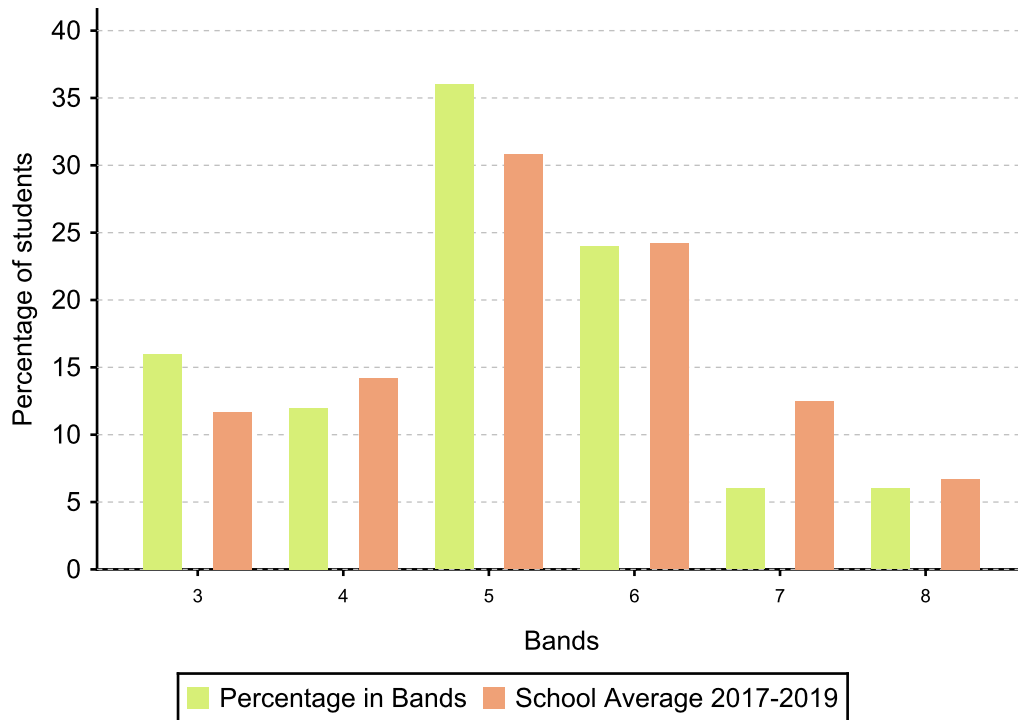
Band	3	4	5	6	7	8
Percentage of students	18.0	34.0	24.0	10.0	10.0	4.0
School avg 2017-2019	17.5	29.2	18.3	21.7	8.3	5

**Percentage in bands:
Year 5 Reading**



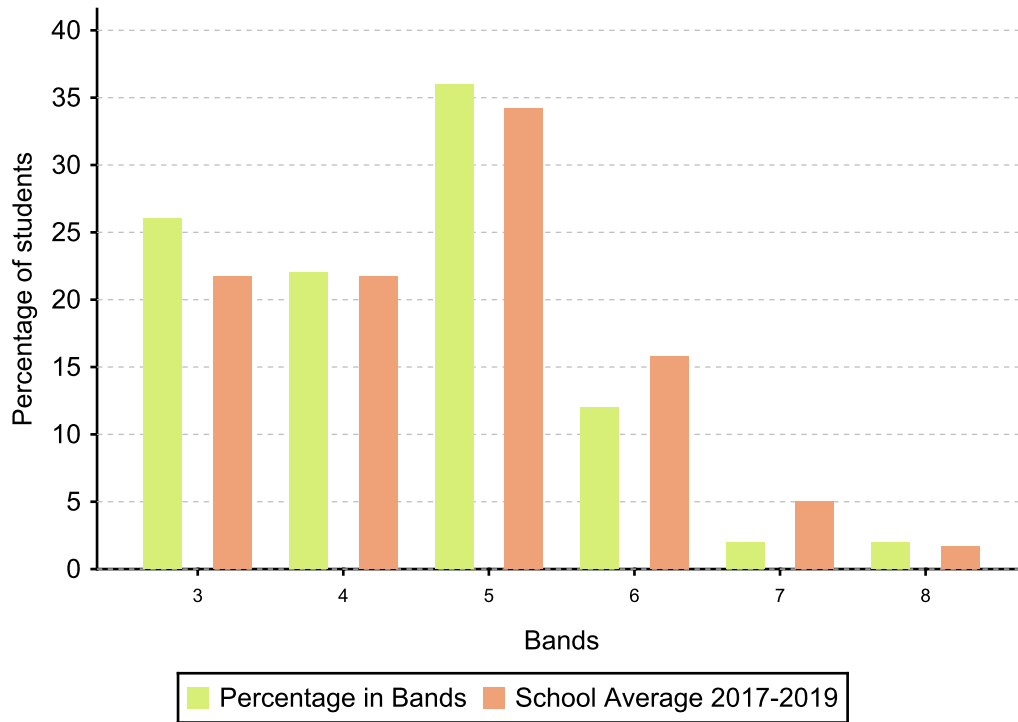
Band	3	4	5	6	7	8
Percentage of students	13.7	27.5	21.6	27.5	9.8	0.0
School avg 2017-2019	11.8	21.8	31.9	22.7	9.2	2.5

**Percentage in bands:
Year 5 Spelling**



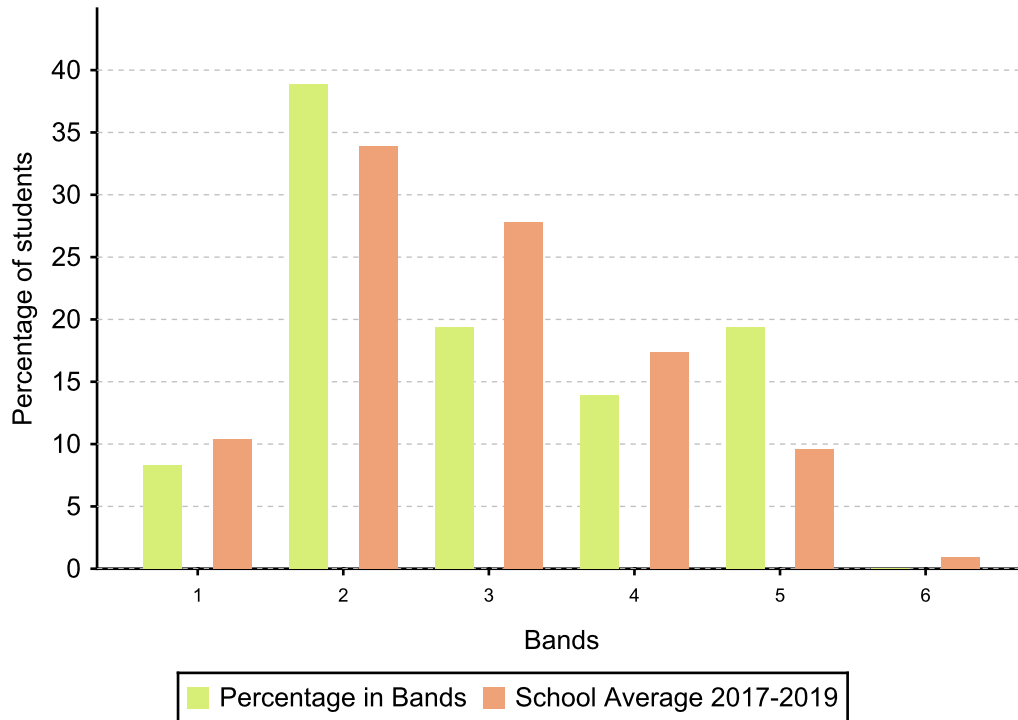
Band	3	4	5	6	7	8
Percentage of students	16.0	12.0	36.0	24.0	6.0	6.0
School avg 2017-2019	11.7	14.2	30.8	24.2	12.5	6.7

Percentage in bands:
Year 5 Writing



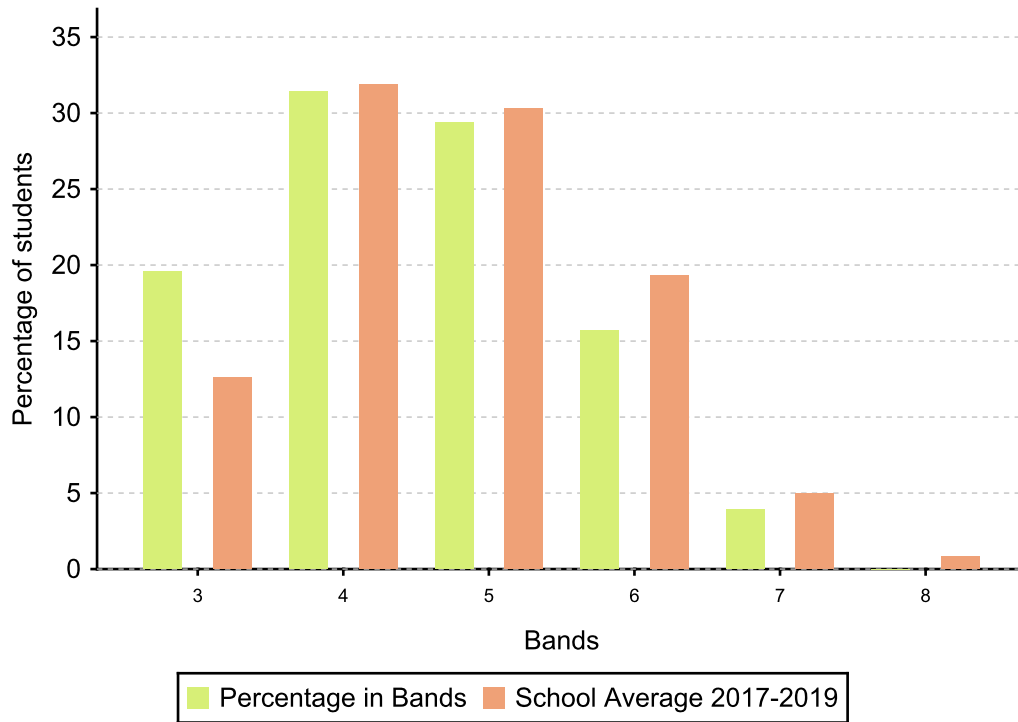
Band	3	4	5	6	7	8
Percentage of students	26.0	22.0	36.0	12.0	2.0	2.0
School avg 2017-2019	21.7	21.7	34.2	15.8	5	1.7

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	8.3	38.9	19.4	13.9	19.4	0.0
School avg 2017-2019	10.4	33.9	27.8	17.4	9.6	0.9

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	19.6	31.4	29.4	15.7	3.9	0.0
School avg 2017-2019	12.6	31.9	30.3	19.3	5	0.8

Year 3

Year 3 NAPLAN results in reading indicated that 94% of students achieved at or above minimum standard and 17% of students achieved proficiency standards (top two bands). In the area of writing, results indicated that 94% of students achieved at or above minimum standards, which demonstrated a 3% improvement from the previous year. In writing 25% of students achieved proficiency standards. Year 3 NAPLAN results in numeracy indicated that 91% of students achieved at or above minimum standard and 10.5% of students achieved proficiency standards (top 2 bands). All of our Year 3 Aboriginal students achieved at or above minimum standards and 20% achieved proficiency standards in the areas of reading, writing and numeracy.

Year 5

Year 5 NAPLAN results in reading indicated that 86% of students achieved at or about minimum standards and 10% of students achieved proficiency standards (top two bands). In the area of writing, Year 5 results indicated that 74% of students achieved at or above minimum standards, and 7% of students achieved proficiency standards. Year 5 NAPLAN numeracy results indicated at 80% of students achieved at or above minimum standard and 6% of students achieved proficiency standards in this area. Regarding our Year 5 Aboriginal students, 84% achieved at or above minimum standards and 17% achieved proficiency standards in the area of reading. In the area of writing, 100% of students achieved at or above minimum standards. Year 5 numeracy results indicated that 80% of Aboriginal students achieved at or above minimum standards.

Parent/caregiver, student, teacher satisfaction

During 2019, Claymore Public School used a number of surveys and a Community Consultation Evening to seek the opinions of parents and carers about the school. Students and staff members were also surveyed to evaluate the school's success and make decisions about future improvements.

In Term 4 Claymore Public School surveyed its parent body to solicit information about how the school is recognised by the community and how effectively it engages with the local community as part of its ongoing commitment to whole school improvement. 98.4% of parents who completed survey stated that they are either satisfied or highly satisfied with the school's performance, which is 3.4 percentage points greater than 2018 results. 88% of parents surveyed agreed that Claymore Public School is a positive and supportive place of learning. Areas that prompted the most positive comments were the school's teaching and learning programs, student welfare programs, community involvement, and the school environment. 98.5 % of parents agreed that the school provides a quality, well–rounded education that supports the development of the whole child. Parents also overwhelmingly supported the school's methods of communication and the Community Consultation Evening that was held during the year. Preferred methods of communication were Facebook and the school newsletter, however a number of parents stated that they would also like to receive more phone calls from teachers. 98.5% of parents indicated that Claymore Public School is connected to its community and welcomes parental involvement.

The Community Consultation Evening that was held in Term 4 was, once again, enthusiastically supported by the community. Those present during the evening indicated they were very satisfied with the school's performance, particularly its methods of communication, student welfare practices, and positive school climate and culture.

Staff survey results were also generally positive, with 96.5% of staff feeling satisfied or highly satisfied with the school and listing a range of overwhelmingly positive comments. 92% of staff members felt that a good team spirit exists among staff. 95.5% stated that collegiality and teamwork exist within the workplace. Ninety–seven percent of staff agreed that the school's leadership team promote and build positive relationships with the whole school community.

Student survey comments indicated that students were satisfied with their school indicating that they appreciated the teachers and the learning opportunities provided. 76% of students stated that they were satisfied or highly satisfied with their school. Comments regarding the school's environment, particularly playground enhancements, were very positive. 90% of students agreed that the school always or mostly does a great job of caring for students, with initiatives such as the Kindness Awards and the school's anti–bullying procedures being well received. Students' comments overwhelmingly indicated that they appreciated the teachers, who were often described as being 'kind and caring'. Areas for development noted by students were improvements to the toilets and playground, with a number of students requesting a larger soccer field.

In the Tell Them From Me Surveys (Semester 2) the school performed better than the state norm in a number of areas. The student survey indicated that 85% of students feel accepted and valued at their school compared with a NSW norm of 81%, and 80% of students are interested and motivated in their learning, compared with a NSW norm of 78%. Other areas in which the school achieved a higher score than the state norm included lowering the incidents of bullying, being engaged in a positive learning climate, developing expectations for success, and student participation in school sports.

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.

