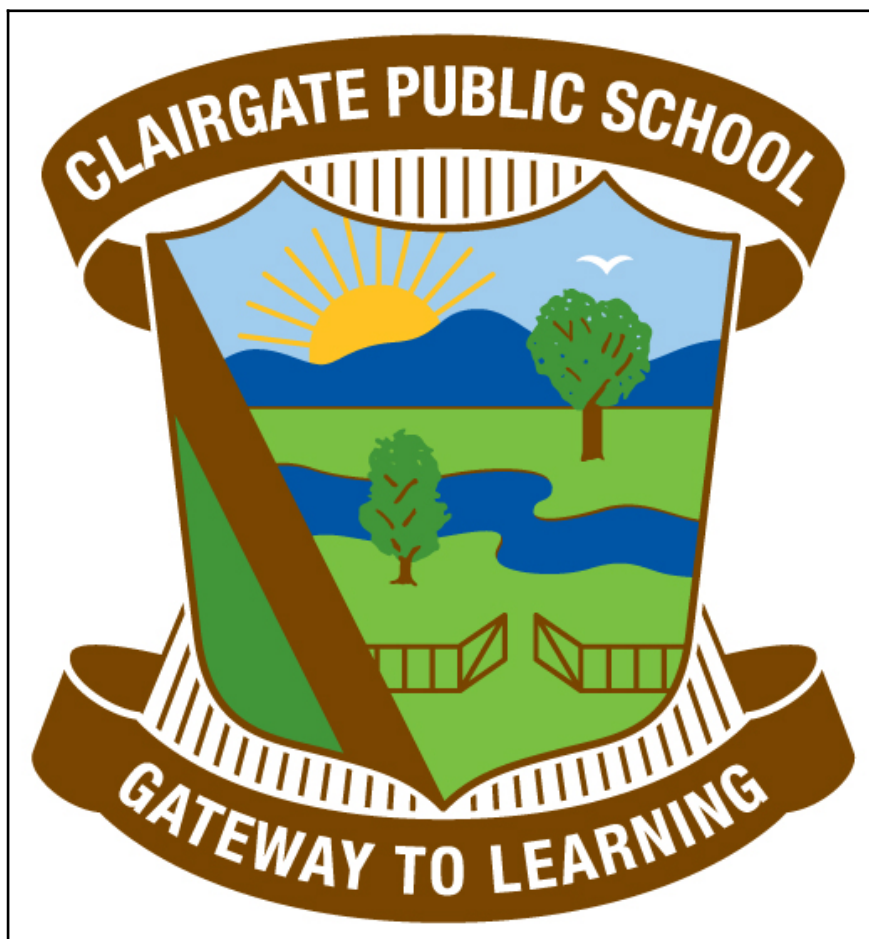


Clairgate Public School

2019 Annual Report



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Introduction

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

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School background

School vision statement

Clairgate Public School is a vibrant and innovative learning community that is committed to delivering excellence within a caring, rich and diverse learning environment.

Every student at Clairgate has the opportunity to achieve their personal best through engaged, active learning in all curriculum areas, in a safe, kind, respectful and supportive school.

Clairgate – Care, Excellence, Innovation, Opportunity

School context

Clairgate Public School has an innovative and caring environment where individuals are given the opportunity to maximise their potential. There are approximately 430 students, of which approximately 25% are from non-English speaking backgrounds. Slightly less than 5% of the students are from Aboriginal or Torres Strait Islander backgrounds.

The teaching staff encompasses a range of experience levels. All are dedicated and caring professionals who accept the need for teachers to also be learners.

The school has excellent ICT resources and a strong program to utilise them. We have an outstanding Sports Program at Clairgate enabling many students to compete at District, Regional and State level in different fields.

We also excel in Creative and Performing Arts particularly in the area of Dance. The school buildings and grounds provide a pleasant environment. All areas are air conditioned and have Interactive Whiteboards. We also have two large covered outdoor areas and 2 Outdoor Learning Areas utilised for curriculum activities including environment and art. The school hall is equipped with sophisticated sound and lighting systems.

In 2019 a special education unit was established called Wingaru, comprising 2 Autism classes and 1 Multi-Categorical class.

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	Excelling
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

At Clairgate we will provide quality pedagogy that enables students to be literate, numerate, critical and creative thinkers.

Improvement Measures

65% of students will achieve expected growth in Literacy – NAPLAN measure

60.3% of students will achieve expected growth in Numeracy – NAPLAN measure

28 % of students will be in the top 2 bands in Numeracy – NAPLAN measure

42% of students will be in the top 2 bands in Reading – NAPLAN measure

Overall summary of progress

Progress has been made in all Learning Milestones. Teaching and Learning programs have shown differentiation and obvious support for our students. Learning Intentions were obvious in these programs and in classrooms, outlining the focus and purpose of lessons in reading comprehension and other areas. Success Criteria was matched to each Learning Intention to assist students to plot their own progress. NAPLAN data from Year 3 and Year 5. Awareness was raised about new Learning Progressions which track student growth. Reading comprehension using the Super 6 strategies is evident in all Year 3–6 classrooms and there is a greater focus on reading informative texts.

Progress towards achieving improvement measures

Process 1: Teacher's programs will reflect strategies for explicit teaching of all KLA areas including differentiation strategies required.

Evaluation	Funds Expended (Resources)
All classroom teacher programs were collected and feedback was provided for all terms in 2019. These programs showed explicit teaching activities for each subject area and were differentiated to show student needs within each class.	Principal and Assistant Principals checked programs and provided feedback – QTSS funds expended for Assistant Principals.

Process 2: Teachers participate in Training and Development sessions on Reading Comprehension Strategies. Teachers will use super 6 reading strategies to improve reading comprehension outcomes.

Evaluation	Funds Expended (Resources)
We completed an analysis of PAT Reading data and improved collection of relevant data which can be used to plan future lessons in reading comprehension. Workshops on the Super 6 strategies were held in Stage 2 and 3 meetings. Future directions need to reflect the need for K–6 Professional Learning in the explicit teaching of reading comprehension.	Probe 2 Reading resources purchased

Process 3: Teachers participate in Training and Development sessions on Problem Solving Skills in Mathematics – Newman's Error Analysis. Use of this will be evident in the classroom.

Evaluation	Funds Expended (Resources)
The use of Newman's Problem Solving strategies, the explicit teaching of language of mathematics and the inclusion of word problems in all strands of the syllabus will be embedded in the 2020 School Plan. It was not a target	School support from Nirimba Support Staff

Progress towards achieving improvement measures

this year.

Process 4: NAPLAN data and school based assessment data will be analysed each year to track improvements in Literacy and Numeracy, and to guide future teaching and learning practices.

Evaluation	Funds Expended (Resources)
NAPLAN data was analysed and discussed in some classes. Staff completed training to have access to SCOUT data. Two Stage 2 teachers did analyse and create a corresponding writing program which was implemented in their classrooms. More intensive use of data analysis and how it can be used to inform teacher programs will be followed up in 2020. There was professional development in the learning progression in literacy and a practical guided to their use. This was followed up by K-6 professional development in the use of PLAN 2 and how the learning progressions can be used to monitor and provide learning opportunities for student growth.	Relief days for casuals – enabling staff to complete NAPLAN analysis and plan T&D for staff on Learning progressions.

Process 5: Teachers will use Visible Learning Strategies – Learning Intentions, Success Criteria and Feedback in Reading lessons so children are provided with strategies to take responsibility for their learning.

Evaluation	Funds Expended (Resources)
All classrooms at Clairgate PS use learning intentions and success criteria. The whole school attended a workshop presented by Cheryl Hawkins which highlighted learning intentions and success criteria. There was an emphasis on timely feedback and why that feedback matters. Cheryl then focused on the 'feed forward' strategy so students know where they can go next in their learning.	Cheryl Hawkins presenter – Literacy budget

Next Steps

In 2020, teaching and learning programs of all teachers will continue to be monitored to ensure all students are provided with appropriate activities to ensure growth. Assessment tasks will be open-ended ensuring all students can see the progress they are making. Feedback will be provided in a timely manner and new goals set. Reflection time will be given so students can take ownership of their own success. Problem solving in mathematics will be a focus area and the steps necessary to solve real life problems. All Super 6 strategies to continue to assist students with reading comprehension will be taught across the year with time allocated in Stage teams to share ideas. We will continue learning about and using the new Learning Progressions.

Strategic Direction 2

Teaching

Purpose

At Clairgate we will provide quality teaching and learning experiences in technology/STEM ensuring our teachers and students are creative, productive, future ready citizens.

Improvement Measures

Students in Years 4–6 will develop and improve their coding skills.

Short films are produced from every class and shown during community events.

Syllabus outcomes in Science/Technology are effectively taught to all students,.

Overall summary of progress

The school with P& C support has established a partnership with Scope IT to provide additional student engagement opportunities in Digital Technology. In Term 1, students in Years 4, 5 and 6 attended lessons each week focusing on robotics, coding and electronics. Feedback from students, teachers and parents was excellent. A new Technology Scope and Sequence was developed to support staff in their everyday practices to prepare students for the demands of an ever-changing world and to improve and achieve powerful learning and teaching. The Scope and Sequence has a continuum with practical learning and teaching options for getting students started on computer skills, research and digital literacy, word processing, multimedia, spreadsheets, internet, email and coding. Teachers are beginning to identify professional learning at their individual point of need to develop skills in using digital technologies for appropriate stage levels. Expert staff are supporting teachers to effectively embed the use of digital technologies in their learning and teaching practice.

Progress towards achieving improvement measures

Process 1: Coding with SCOPE IT planned for every Tuesday – students in Years 4–6 to attend.

Evaluation	Funds Expended (Resources)
Students in years 4–6 participated in SCOPE IT coding lessons every week. They created interactive games and all showed improvement in coding skills. Coding will continue in 2020 with years 4–6.	School funds – \$8500 P&C funds – \$8500

Process 2: Technology Scope and Sequence developed;

Staff teach Technology skills following the Technology Scope and Sequence. RFF teachers teach aspects of Technology to all classes. Class teachers teach other aspects of technology from the scope and sequence.

Evaluation	Funds Expended (Resources)
A technology survey was sent out to all staff. 12 staff completed the survey relating to various areas of technology within the school. A few questions within the survey relating specifically to the Technology Scope and Sequence. The analysis showed that out of the staff that completed the survey 41% answered yes and 41% answered no to using the Scope and Sequence. However, some staff commented that they sometimes used it as other times they were working on educational apps such as Mathletics and Reading Eggs. Over 50% found the Scope and Sequence helpful in teaching technology skills to their students.	Casual days for technology committee

Process 3: Survey conducted to determine teacher's strengths and areas for support in the teaching of Technology.

Professional Development activities developed using staff expertise to up-skill teachers knowledge

Progress towards achieving improvement measures

Process 3: where required.

Evaluation	Funds Expended (Resources)
<p>After analysis of the technology survey the following strengths staff felt they had in technology were using the Interactive Whiteboard (specifically SMART notebook program), basic computer programs such as powerpoint, word etc and using iPads with educational applications within rotation groups.</p> <p>Areas that staff felt they required further support or training in were Google classroom & file sharing, finding and using appropriate education applications on iPads, coding (such as scratch etc) & web design and teaching technology to young students. Many teachers also felt they needed assistance on how everyday routines and lessons could be supported by technology, rather than just having a focus on technology alone and out of context.</p>	Staff as resource

Process 4: Teachers trained in video processes;

Teachers organise some short films/videos using this process – based on successes/happenings in their classrooms. These films are then displayed for all to view.

Evaluation	Funds Expended (Resources)
STEM Film Kit has been used for the G&T group – short "journalistic" films produced for presentation day/assemblies. We anticipate continuing this filming next year using our own "green screen" and ipads. Films will be viewed several times throughout the year and be uploaded to our website.	Days – casual teachers in for staff training

Process 5: Laptops/ipads used daily in every classroom. Apps updated as needed.

Evaluation	Funds Expended (Resources)
<p>75 laptops used daily in classrooms – Years 3–6. Plan for 8 laptops to be in classrooms – Years 3–6 in 2020.</p> <p>Younger grades use ipads.</p>	30 laptops purchased this year – \$21000

Next Steps

Scope IT lessons will continue for students in Years 4 and Stage 3 in 2020, focussing on coding, electronics and robotics.. Teachers will continue to utilise and commit to ensuring growth for students in all areas of digital technologies. Technology resources (computer room, laptops, ipads) are utilised fully and available to all students and teachers with timetables and booking systems in place. We will continue to purchase laptops for students in Years 3–6 for classroom use.

Strategic Direction 3

Leading

Purpose

At Clairgate we will grow in both mindfulness and empathy as we travel on the whole school journey of embedding explicit teaching of positivity, kindness and visible learning to our children and to the whole school community.

Improvement Measures

Everyone in the Clairgate community will feel welcomed, engaged and supported at Clairgate.

There will be a reduction in negative playground incidents and an increase in harmonious play.

90% of Students will be more engaged and positive at school – as evidenced by the TTFM survey results.

Students with special needs will be fully supported in all curriculum, classroom and playground areas through the continuation of the Positive Partnerships and Helping Hands Program – with the continued development of sensory adjustments where required.

Attendance: 90% of students will be at school at least 90% of the year.

Overall summary of progress

Clairgate continued developing a common language around describing and identifying feelings and using those words to describe how they were feeling either as the bully or the recipient of bullying. Kindness on Purpose explores emotional literacy of naming, understanding and being able to look after feelings, and has a strong focus upon the art of apologising. It is taking students beyond the words sorry and making empathetic amends. A peer support style Student Management In Learning Environments (SMILE) term social skills program was designed to enhance KOP and both empathy and leadership capacity in the Year 6 leaders of the school was highlighted. Clairgate also began a deeper exploration of Visible Learning. Teachers are using flexible seating to cater for various learning styles and the response has been exciting. The clearly defined learning intentions, particularly in reading comprehension has started students acknowledging, more deeply, the purpose of their learning. The Helping Hands Positive Partnership program was continued as an embedded part of the culture of the school and students, teachers and parents continued to see the positive effects that this awareness of sensory needs and adjustments brings to the school and the student's access to the curriculum. Our new Support Unit – Wingaru, has been a tremendous success. We finished the year with 18 students who all improved in their learning outcomes. We look forward to new levels of success in Wingaru in 2020.

Progress towards achieving improvement measures

Process 1: Introduction to Year 3 of Kindness on Purpose.

Explicit teaching of KOP strategies, values, lessons.

Parent sessions developed and run on Kindness on Purpose strategies.

Evaluation	Funds Expended (Resources)
Kindness On Purpose continued to embed in Clairgate culture throughout 2019. The provision of a series of stage-based class lesson plans that focused on utilising the key elements of empathy and emotional literacy to further enhance each student's learning capacity were provided. Extensive clinical consultation with students and teachers to develop strategies and resources to address relationship issues, peer relational dynamics and student self-regulation skills to create a positive learning environment were provided.. Parent and community engagement was also a very important element of the KOP program. Some of the ways in which we engaged parents in this program at school were workshops offered with question and answer seminars, online video blogs and KOP podcasts which are available to be shared with our community.	Kindness on Purpose funding for Year 2 of the program – \$6000.00.

Progress towards achieving improvement measures

Process 2: Integration and reverse integration occurring between Wingaru and base classrooms with children of need.

Evaluation	Funds Expended (Resources)
Significant levels of integration for older students in Wingaru have been maintained. Some integration of younger students into age/stage appropriate activities has been achieved. Discussions underway for 2020 to maintain current levels of integration, as well as to identify new opportunities for students to integrate into mainstream activities, as well as for mainstream students to work with the students within Wingaru.	AP Wingaru in discussion with teachers coordinating integration – both to and from Wingaru. AP off class.

Process 3: Clear Visible Learning strategies will be used in every classroom (focus on Reading lessons) to empower students to take responsibility for their learning.

Evaluation	Funds Expended (Resources)
The focus on professional learning regarding the positive outcomes of learning intentions, success criteria and the links to assessment have been begun to be explored deeply at Clairgate. The correlation between these explicit and visible approaches have heightened Clairgate's students own responsibility as learners and has enhanced the role of the teachers as they become evaluators of their own teaching. The clearly defined learning intentions, particularly in reading comprehension has started students acknowledging, more deeply, the purpose of their learning. Combined intensive investigations of John Hattie's evidence based research and presentations by Master Teachers on Visible learning in their "world", together have established solid groundwork and pedagogical understanding of the need for Visible Learning. This understanding being very well supported by the implementation of an Educhangemaker's initiative "Great Expectations" / PEGS Leadership Project: Mentor/ Mentee program in 2017 which encouraged an early adoption and engagement of these strategies by most of the staff. Clairgate has also worked with a Master Teacher from Oxley Park in a number of professional learning presentations to heighten teacher's understanding.	\$1500 Professional learning QTSS releasing APs to analyse NAPLAN

Process 4: Positive Partnerships and Helping Hands programs will continue. Sensory tools given to all teachers to be utilised by students when necessary. Timer breaks, first/next strategies and sensory station used as appropriate – program coordinated with all autistic students and those requiring this support – with SLSO support.

Evaluation	Funds Expended (Resources)
<p>The school's newly established 2019 support unit, Wingaru, develops individualised learning plans to educate and assist our Autistic and Multi-categorical needs students. Clairgate also supports the children of substantial needs in the mainstream classrooms with individually designed IEPs, differentiated learning outcomes and tools and/or strategies to assist with their development and self-regulation.</p> <p>The Linking hands project was designed to deliver the SENSation Station initiative across learning within the DET platform. Clairgate is recognised as a leader in this area and provides in-services for other schools. The Hon. Tanya Davies and Ms Cathy Brennan, Executive Director, School Performance, along with the wider educational community, have visited Clairgate to observe the Sensation Station in action. This is significant because the school is recognised as a leader for its impact on learning progress and its active support of other schools.</p>	<p>AP off class</p> <p>\$20 000 establishment money for Wingaru</p>

Process 5: Tell Them From Me surveys completed and analysed – action taken on results.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Tell Them From Me surveys for students, staff and parents. Results collated. Analysed results sent to school.	Day casual for T&D for staff member

Process 6: Kitchen Garden organised – 5 classes – Year 2 & 3.

Evaluation	Funds Expended (Resources)
This milestone will be looked at and completed in 2020.	Kitchen garden – teacher one day per week – \$22 000.

Process 7: Check attendance – strategies in place for improving the attendance of students.

Evaluation	Funds Expended (Resources)
Attendance strategies implemented – more thorough checking after 3 days absence. Phone calls to families increased. We will look at this further in 2020 – including new targets for attendance. partial attendances will be looked at more closely as well.	Staff as resource – DP funded.

Next Steps

Quality engagement and increased positive well-being continues to be an incredibly important focus at Clairgate. Building on the second year of Kindness on Purpose, year 3 of this program is structured to learn more deeply about empathy and learning and the application of co-regulation in the classroom. This will include a provision of a series of stage-based class lesson plans that focus upon utilising the key elements of empathy and emotional literacy to further enhance each student's learning capacity. It will also include extensive clinical consultation with teachers to develop strategies and resources to address whole class relationship issues, peer relational dynamics and student self regulation skills to create a positive learning environment. The Helping Hands Positive Partnership program will continue. Clairgate is known as a lighthouse school in this area and in helping children with additional needs. Continuing the SENSation Station, building additional sensory strategies and developing more intensive strategies will enhance the learning for students, teachers and parents.. The continuation of Wingaru with classes for students with Autism and multi-categorical disability, will also continue to demonstrate the inclusivity the school has for all children. Visible Learning will continue to aid "Growth in Mind". The use of learning intentions, success criteria and appropriate and valuable feedback will continue to be used in classrooms to develop student understanding. Training and development and practical research by teachers will be undertaken resulting in increasing educator's knowledge and use of these future focused ideals to inform their teaching cycle and their formative and summative assessment. Our Kitchen garden Program will be implemented with students in Years 2 and 3.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SBAR (total – \$17 237) Teacher/activities/equipment \$2 237 DP \$15 000	All Aboriginal students have an ILP – Teachers/DP/Parents participated in this process. Clairgate attends the Junior AECG – and 2 students share our activities with the group. There is a plan to build community through painting and sharing pictures of each school's "custodial" plant/animal/bird – and we are starting with the rainbow lorikeet.
English language proficiency	SBAR EALD – (Total) \$38 507 EALD teacher – \$38 507 School funding \$25 000	<p>Students were selected for support based on achievements in grade work, literacy and numeracy assessments and in collaboration with the classroom teacher. Targeted students included new arrivals from 2018 and 2017, and students from the beginning through to developing learning progressions with some students achieving at the consolidating progression level being included in the program to extend their writing and vocabulary.</p> <p>The year's program was a combination of direct and collaborative teaching models. While the program included the language of numeracy, history and science, student literacy needs have been the main focus. The kindergarten students were initially engaged in an oral skills program for example, following directions. There has been an emphasis on courtesies, social skills and the language of position as well as common everyday vocabulary and storytelling.</p> <p>For the higher grades, there has been an emphasis on vocabulary enrichment, sentence structure and grammar to aid comprehension and writing skills. Student progress is monitored through class/grade-based assessments and individual language assessments with collaboration between the class teacher and</p>
Low level adjustment for disability	Low level Disability (total – 157 872) SBAR – LaST – funded – 5 days per week – Mrs Millevoi, Mrs McNally – \$102 000 SBAR funded – Mr Wilkinson – Literacy/Numeracy support – \$55 872 School funded SLSOs \$50 000 Volunteer SLSOs	<p>Timetables organised – several volunteers supported this program in classes.</p> <p>NCCD organised and reported in a timely manner.</p> <p>All students identified as requiring support worked with SLSO/STLA/Literacy support either individually or in small groups. This support will increase in 2020 with extra SLSO support in mainstream classes.</p>
Quality Teaching, Successful Students (QTSS)	SBAR QTSS (Total – \$73 741) QTSS funds – \$73 741	PDPs worked on with stage supervisors. Continued stage/grade/school planning as well. Parent meetings implemented.

Quality Teaching, Successful Students (QTSS)	SBAR funds – 60 000	PDPs worked on with stage supervisors. Continued stage/grade/school planning as well. Parent meetings implemented.
Socio-economic background	SBAR – (Total – 185 534) Extra class teacher – \$100 000 STEM/LST Teacher \$45 534 DP \$40 000 School funding – DP – \$45 000	Smaller class sizes due to 1 extra class formed. STEM lessons are continuing – excellent feedback from teachers and students. G&T Maths group is working very well – their STEM project will be completed in term 3. Extra Literacy support is also available for Years 4, 5 and 6 with Mr Wilkinson – evidence of progress with these students has been noted. Wellbeing across the school continues to be a focus – Kindness on Purpose – DP off class – student and staff wellbeing support.
Support for beginning teachers	SBAR Beginning Teacher support (Total \$22 668)	3 teachers have all supported our beginning teacher. Gains have been made in programming, planning and assessment. Behaviour management also addressed. Support for 2nd year teacher – days to look at programming and reporting.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	226	223	222	225
Girls	177	184	194	203

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	95.3	91.6	94.3
1	92.7	92.4	92.3	92.1
2	92.8	93.5	92.8	92.4
3	93.1	94	93.1	92.2
4	94.4	92.6	93.7	93
5	93	93.7	92.6	89.6
6	91.2	93.1	94	90.3
All Years	92.7	93.6	92.9	92
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
Assistant Principal(s)	4
Classroom Teacher(s)	17.36
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	6.22

*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	410,906
Revenue	4,361,765
Appropriation	4,057,992
Sale of Goods and Services	136,364
Grants and contributions	163,701
Investment income	3,708
Expenses	-4,391,138
Employee related	-3,956,377
Operating expenses	-434,762
Surplus / deficit for the year	-29,373

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	638,366
Equity Total	399,150
Equity - Aboriginal	17,237
Equity - Socio-economic	185,534
Equity - Language	38,507
Equity - Disability	157,872
Base Total	2,772,664
Base - Per Capita	97,609
Base - Location	0
Base - Other	2,675,055
Other Total	236,514
Grand Total	4,046,694

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

Results of the Tell Them From Me – Student Survey – 2019

The overall response of students towards school was very positive. Over 80% of students said they had a positive sense of belonging at school. 89% of students felt they had positive relationships at school. 87% of students value school and 91% of students feel they put in their best effort.

The skills challenge section of the TTFM surveys measured student's confidence with English and Maths. Results were as follows:

39% of students felt they had high skills and were well challenged in these areas. 29% of students were confident of their skills but felt their classes could be more challenging. 23% of students were not confident of their English or Maths skills and 9 % of students felt they lacked these skills.

Results of the Parent Survey – Tell Them From Me – 2019

The overall result of the parent survey was fairly positive about the school in general. The best performing areas included: feeling welcome when visiting the school, being able to speak easily with teachers, helpful admin staff, school encouraging students to do their best work, children feeling safe at school and children being clear about school rules.

Areas parents felt we could improve included: scheduling parent activities at different times, informing parents more fully about their children's behaviour at school, dealing with behaviour issues, working more with students of lower ability and helping to prevent bullying.

Results of the Staff Survey – Tell Them From Me – 2019

Staff overall were positive about Clairgate and the efficacy of their teaching role.

Staff had most confidence about the following:

Working with parents to solve student problems

Understanding the needs of students with special needs and creating opportunities for success for these students

Supporting students with interactive technology

Connecting learning concepts

Providing feedback to students

Setting high expectations

Areas to continue developing include:

Asking parents to review student work

Tracking student progress towards their goals

Setting technological goals for students

Peer observations

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.