

# 2020 Annual Report

## Clemton Park Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Clemton Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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I would like to begin the 2020 Annual Report by acknowledging the Bidiagal people who are the traditional custodians of the land upon which Clemton Park Public School is located.

It is a privilege to be the Principal of Clemton Park Public School. Our school is a wonderful example of the excellence made possible through a strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

Our students, staff and community enjoy a friendly and caring environment believing and proudly exemplifying our school values of Respect, Caring, Co-operation, Resilience, Commitment and Freedom. Clemton Park's vision is "Pursuing Excellence". We always remember this in all we do. Every individual community member endeavours to pursue excellence at all times.

I would like to acknowledge all of the staff, students and school community for their commitment throughout the year. The resilience of the students, the dedication of the staff and commitment from the families for the "new normal" provided an opportunity of success for the students. They were able to engage with their teacher and share all that they were doing from their new classrooms either here at school or at home.

As the year progressed and the school day began to look more normal, the staff and students continued to display all the qualities they had exemplified during the peak of the remote learning time. The communication throughout this time demonstrated the overwhelming support from our school community and illustrated why Clemton Park is the great school that it is.

On Tuesday 15th September the school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesised the annotated information provided in the body of evidence.

In preparation for external validation a number of staff workshops were held where staff unpacked the domains, elements and themes of the SEF. It was through these workshops that staff began the process of considering the evidence that could be used to support the on balance judgements. Further to this, the principal and executive staff worked with the PSL to better understand the process of self-evaluation and its impact for future planning. These sessions led to the establishment of six evidence sets and a clearly defined timeline.

COVID-19 had a significant impact on the processes that the school was able to undertake in preparing its external validation. Although this was the case, the opportunities it presented far outweighed any negative impact that was had. Planned face to face evaluations and discussions were replaced with online platforms and the postponement of a number of extra curricula activities provided additional time for staff to comprehensively evaluate the evidence that was collected.

Through this process the staff identified clear strengths of the school, however it also enabled staff to identify the

inconsistencies that were occurring from stage to stage across the school. This was evident when discussing the assessment practices and the use of data to inform teaching.

With the introduction of the Strategic Improvement Plan, Clemton Park felt the ability to undertake external validation at this time provided the perfect springboard into the Situational Analysis. Further to this was the release of the What Works Best Update and its alignment with the SEF and Strategic Improvement Plan. The timing of our external validation couldn't have been better!

I would like to thank all the school community for all their hard work in 2020. Our P&C have continued to be a bedrock of support - both financial and emotional - for staff and students. It is their involvement in the school and the shared sense of the educational enterprise that makes CPPS a very special place indeed. This year's P&C, with the support of the CPPS school community have worked extremely hard to assist the school with the completion of the playground equipment. They have already started working on plans for 2021 and our proposed shade shelter.

Thank you to everyone who has contributed in making 2020 a truly unforgettable year. It is with great pleasure that I present this report outlining the outstanding achievements of the students, staff and parents of CPPS.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Robinson

Principal

### Message from the school community

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The COVID-19 pandemic had a significant impact on the activities of the Clemton Park Public School Parents and Citizens Association in 2020. However, through the commitment of P&C members, and support from the school executive, the P&C succeeded in continuing to meet throughout the year and achieved a remarkable amount by adapting to the COVID restrictions and finding new ways to connect with the school community.

The P&C meets on the first Tuesday of the month at 7pm, during school terms. The first two P&C meetings of 2020 were held face-to-face in the School Library, and most other meetings throughout the year were held via Zoom video conferencing. The last meeting of the year was held in December and members were glad to be able to meet face-to-face once again.

The first General Meeting of the year was held on 11 February in the School Library and new families were invited to this "Info Night" to find out more about being involved in the P&C. Tea, coffee and light refreshments were served, and presentations about P&C activities were given by the P&C members and the school Principal.

A Kindergarten Welcome Breakfast was held in Term 1 to welcome Kindergarten families to the school. P&C volunteers and school staff served breakfast to Kindergarten students and their families in the school library.

With the support of the Principal in submitting applications, the P&C was successful in winning two grants in 2020. The first was \$22,000 towards the construction of a new playground in 2020 and the second was \$15,000 toward the construction of a shade structure for the playground in 2021. The grants were funded by the NSW State Government through the Community Building Partnerships program.

The P&C continued to run a uniform shop. During the period of the tightest COVID-19 restrictions, the uniform shop was closed for a period of time. When face-to-face learning returned to the school, the uniform shop opened again, but with orders taken via order forms only. A uniform catalogue was created for new families joining the school, featuring beautiful photographs of students wearing the various school uniform options.

COVID-19 restrictions posed a challenge for running second-hand uniform sales, however, a sale was held in Term 4 with school staff assisting students to make purchases. The P&C appreciated the school's assistance with this sale as it is important to continue to provide this service for families as a low-cost and sustainable way of ensuring every student has access to a school uniform.

School banking was suspended for the majority of the year but returned at the end of 2020.

To communicate P&C information to the school community, a new website was created, using an existing domain name, a new website host, and the Wordpress content management system.

<https://clemtonpark-ps.com/>

During the period when most students were engaged in remote learning at home, the P&C invited families to submit recipes for an online cookbook.

<https://clemtonpark-ps.com/recipe/>

As with previous years, the P&C provided a document for inclusion in the "Kindergarten Welcome Pack", which outlined the aims of the P&C and information about how to become a member. This year, the school also produced a video with information about the school and the P&C Secretary appeared in the video to provide parents with information about P&C activities and how to be involved.

The P&C donated funds towards the Year 6 Farewell activities, including: a year book, student gift, a day trip to Jamberoo Action Park, and a farewell dinner.

Despite the fact that opportunities for fundraising were limited due to COVID-19 restrictions, the P&C raised \$7,000 in 2020 and, along with funds raised by the uniform shop, has resolved to donate \$10,000 to the school. An online payment system was used for the first time for most fundraising activities, which included: a Winter Raffle, Father's Day Stall, Memory Tree Leaf sales, Mufti Day, and a Christmas Raffle.

Liza Alepidis

P&C President

### Message from the students

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Being the school captains for 2020 has been an honourable privilege. Clemton Park Public school caters for approximately 600 students each year. All year round the captains and prefects are very busy helping to maintain the school in many ways. Each week the captains and prefects are allocated different jobs. These jobs include office duties, canteen duties, reflections, morning lines and flags and gates.

That is not the only leadership opportunities that happen at Clemton Park Public School. At Clemton Park everyone is a leader in their own way. We have many leadership opportunities by joining the SRC, EST, class captains, library monitor house or vice captains and captains and prefects. Throughout this year we have had many opportunities to represent the student body attending canteen meetings and annual report meetings.

At Clemton Park students are always striving to be the best they can be and learn as much as they can each day. Students are given the choice to achieve this by participating in sporting events, Greek dancing, choir, band, public speaking and debating.

As captains of Clemton Park Public School we believe the school has many great aspects and opportunities provided for each student. So we would like to thank the teachers and students for electing us captains for 2020 and for a lovely seven years.

Victoria Athanasatos and Michail Sarantidis

School Captains

## School vision

At Clemton Park Public School we believe in the transformative power of education. Building a sense of belonging within the community, we create a respectful and inclusive culture of high expectations. Students are empowered to embrace opportunities to become successful, responsible leaders who are passionate about their learning.

"Let us play, let us learn

Let us strive and let us dream"

*Clemton Park School Song*

## School context

Clemton Park Public School is located in Inner West Sydney and has a student enrolment of approximately 590.

Our school is supported by a motivated and dedicated team of staff working in close partnership with a proactive and involved community. Our school is recognised in the community for academic achievement, student wellbeing and sport.

Community language programs support students in maintaining and developing further communicative competence in their community language. Notably, 83% of our students have a language background other than English with most requiring some level of EAL/D (English as an Additional Language or Dialect) support. There are 43 cultural groups represented within the school. Greek is the most significant cultural group representing 43% of the school population. Less than 2% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

Extra-curricular opportunities in sport, creative and performing arts including choir, dance groups, band, public speaking and debating enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to personalised learning. Work will continue around how teachers can successfully plan for and deliver quality differentiated programs to all students. Quality summative and formative assessment tasks and data collection practices will develop greater consistency of judgement across the school. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

Our work with individual students is responsive and closely monitored. Individual and targeted support is provided to improve growth. Regular tracking and monitoring of students will be carried out to assess the impact of this support. Structures are in place to identify students who need intervention through the school's tiered system of support led by the Learning and Support Teachers.



## 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	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	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

### Learning Domain

The on balance judgement of Delivering was supported for the elements of Curriculum, Assessment, Reporting and Student Performance Measures.

The on balance judgement of Sustaining and Growing was supported for the elements of Learning Culture and Wellbeing.

The on balance judgement reflected that the areas of curriculum, assessment and reporting provided the greatest opportunity for growth.

### Opportunities for improvement:

- Collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor

- and refine a whole school approach to wellbeing and engagement, to improve learning. (Wellbeing)
- Further professional development for teachers to differentiate their curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. (Curriculum)
- Ensure teachers consistently share criteria for student assessment with students and opportunities for students to receive feedback on their learning. (Assessment)
- Develop student reports that contain personalised information about progress and achievement and also preview plans for meeting future learning goals. (Reporting)

Through the course of this year the school has focused on reviewing its reporting to parents. While the on balance judgement of delivering reflects this point in time, the school is proactively looking at a number of measures currently.

The implementation of our stretch targets will also provide an opportunity to focus on the student growth and value-add themes of Student Performance Measures.

Through the analysis of data the theme of Wellbeing provided a range evidence that suggested across the themes that there were aspects where the school was Delivering, Sustaining & Growing and Excelling. The on balance judgement supported the school was Sustaining & Growing as the school has not yet achieved a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed and thrive.

### **Teaching Domain**

The on balance judgement of Delivering was supported for the element of data skills and use.

The on balance judgement of Sustaining and Growing was supported for the elements of Effective Classroom Practice, Professional Standards and Learning & Development.

The on balance judgement reflected that the element of data skills and use provided the greatest opportunity for growth.

#### **Opportunities for improvement:**

- Investigate external sources of data to support school based formative and summative assessment. (Data skills and use)
- Engage all staff in the consistent collection and analysis of summative student assessment data to inform regular stage planning and classroom teaching. (Data skills and use)

Staff felt we were consistent in the domain of Teaching. Through the self evaluation process the school identified the use of the Professional Standards was a particular strength. Whilst Learning and Development indicated a number of aspects the school was doing well, the staff felt there was a need for greater consistency across the classes, grades and stages of the school.

### **Leading Domain**

The on balance judgement of Sustaining and Growing was supported for the elements of Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes.

The on balance judgement reflected that the element of School Planning, Implementation & Reporting provided the greatest opportunity for growth.

#### **Opportunities for improvement:**

- Regularly monitor a range of indicators to gauge the impact of the school's plan. (School planning, implementation and reporting).

Of the three domains the school was most consistent in the domain of Leading. Through the self-evaluation process the use of the school's resources was seen as a particular strength. This was evident through our community use agreements with Chinese, Greek and French language programs and lease agreements with Gowrie, Canterbury Bankstown City Council and Canteen 4 Kids.

### **Next Steps**

Each term, continue the regular monitoring, evaluation and action of the milestones that support the implementation of the school plan. Record this evaluation using the SPaRO software.

Continue using Microsoft Teams as the platform to collect and organise whole school data.

Involve all staff in the ongoing collection, analysis of evidence and impact of programs and projects throughout the year, against the elements in the School Excellence Framework.

## Strategic Direction 1

### Quality Learning

#### Purpose

To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.

#### Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning in the area of Literacy and Numeracy.

Increase the proportion of students engaged with the wellbeing initiatives of the school.

Increase the knowledge and understanding of staff with current curriculum programs that inform and inspire students and staff.

#### Overall summary of progress

- Visible learning: Established high expectations for student learning by effectively integrating visible learning strategies and the Growth Mindset.
- Wellbeing: Implemented K-2 and 3-6 and staff wellbeing programs that supported the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.
- Curriculum: Reviewed teaching and learning programs through curriculum planning, reliable assessment and continual tracking promoting learning excellence and responsiveness in meeting the needs of all students.

#### Progress towards achieving improvement measures

##### Process 1: Visible Learning

Establish high expectations for student learning by investigating visible learning strategies and the Growth Mindset.

Evaluation	Funds Expended (Resources)
Observation and anecdotal evidence demonstrates Seven Steps to Writing Success has raised standards and improved student learning outcomes. Formal assessment in this area will be investigated and formalised in 2021.	Seven Steps to Writing Success: \$2 000.00 (Licence Fee)  Seven Steps to Writing Success: \$4 000.00 (Planning and workshop days)  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

##### Process 2: Wellbeing

Implement a K-2, 3-6 and staff wellbeing programs that supports the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.

Evaluation	Funds Expended (Resources)
SASS staff have checked medications  Mandatory training completed by staff.  Year 5 were unable to visit high school, due to COVID 19 restrictions.  Buddy classes continued with success, still abiding by protocols, so that	Wellbeing: \$3000  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$30000.00)</li></ul>

## Progress towards achieving improvement measures

students could work together to learn.

Students with a PLSP worked on their learning goals and these have continued to be reviewed throughout the year.

Academic and Sports presentation day is successful, although this year, parents were unable to come together, so the event was filmed.

Programs were embedded into PD/H/PE syllabus - Worry Woos, Peer Mediation and Behaviour Matrix. Some programs such as visits to nursing homes, was altered, where students sent out cards.

Evaluation of programs did not occur, although it is anticipated that both social skills and OT will occur in 2021.

### Process 3: Curriculum

Through collective teacher efficacy, plan and implement teaching and learning programs that meet the needs of all students.

Evaluation	Funds Expended (Resources)
<p>All staff have evaluated and modified PDHPE programs in line with the new K- 10 PDHPE syllabus.</p> <p>All staff have demonstrated commitment to focused explicit and systematic teaching and learning in the Sound Waves Word Study Program. Students have demonstrated substantial growth in spelling and reading. Decodables were purchased to support K-2 staff and students in support of the program.</p> <p>Due to the current restrictions and protocols, the school band students had either individual face to face or online tutorials. Recorder lessons and choir were put on hold.</p>	Decodable Readers: \$5 000.00

### Next Steps

In regards to our improvement measures, future work will be to plan and implement teaching and learning programs that meet the needs of all students and increase the sense of belonging for students as measured through the TTFM.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas through collaboration with all stake holders.

#### Improvement Measures

Classroom programs outline differentiated activities that are registered by staff and reported against in classroom reviews in Terms 1 and 3.

Develop teaching and learning programs that authentically integrates ICT across curriculums.

Increase student growth in school-based assessments and standardised samples such as ACARA.

#### Overall summary of progress

- Differentiation: Reviewed whole school structures that allowed for student differentiation in order to optimise their learning and meet the full range of their abilities across a variety of KLAs.

- Authentic integration: Investigated embedding ICT teaching and learning strategies across a variety of KLAs to integrate curriculum expectations and enrich the learning environment and potential of students.

- Assessment and data: Reviewed the school-wide assessment and reporting processes that are used to drive continuous improvement.

#### Progress towards achieving improvement measures

##### Process 1: Differentiation

Review whole school structures that allow for student differentiation in order to optimise their learning and meet the full range of their abilities across a variety of KLAs.

Evaluation	Funds Expended (Resources)
<p>The K-2 Maths Mentor program was impacted by COVID-19 and External Validation processes. Students are highly engaged with the hands-on activities in a problem solving context and are showing improved learning dispositions. In 2021, the structure of the program will change to a demonstration by the K-2 Maths Mentor followed by an observation of the classroom teacher teaching problem solving.</p> <p>Staff continue to review their teaching and learning programs, reflecting on their particular cohort, to ensure they are effectively differentiating to support individual student needs. Support staff have also been utilised to assist with further supporting staff and students.</p>	<p>Register for 2020 Maths Olympiad (Resources - \$250)</p>

##### Process 2: Authentic Integration

Investigate embedding ICT teaching and learning strategies across a variety of KLAs to integrate curriculum expectations and enrich the learning environment and potential of students.

Evaluation	Funds Expended (Resources)
<p>Due to COVID protocols the 3D printer program and teacher in-service did not occur. The program has been postponed till 2021</p> <p>ICT coding strategies were incorporated across K-6 which further enhanced teaching programs.</p>	<p>Professional Development 2 x \$500 casuals = \$1,000</p>

## Progress towards achieving improvement measures

### Process 3: Assessment and Data

Review the school-wide assessment and reporting processes that are used to drive continuous improvement.

Evaluation	Funds Expended (Resources)
<p>The Assessment Committee did not lead the evaluation of student achievement against whole school standardised testing. Instead, their focus was on ensuring our new reporting format was uploaded and utilised by all staff to inform parents of the child's Semester 2 progress. An interim report was also created for Semester 1.</p> <p>COVID Safe requirements meant K-6 staff meetings were conducted utilising an online format. Staff were given time off-class to enter PLAN2 data in Creating Texts and Additive Strategies.</p>	

### Next Steps

In regards to our improvement measures, future work will be to review the school-wide assessment and reporting processes that are used to drive continuous improvement.

## Strategic Direction 3

### Quality Leading

#### Purpose

To ensure authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.

#### Improvement Measures

Increase the number of students, staff and parents that fulfill a leadership role.

Increase collaboration with staff and the local community, where appropriate, on decisions about, and access to, school resources, delivering benefit to all stakeholders.

Increase the understanding of students, staff and community in the processes involved with the review and evaluation of whole school plans and policies.

#### Overall summary of progress

- Building leadership capacity: Enhanced the school culture in which all members take responsibility for their leadership and ongoing learning.
- School resources: Reviewed the physical, financial and staff resources to provide a shared sense of responsibility for engagement, learning, development and success.
- School planning, implementation and reporting: Developed a clearer understanding of the strengths and areas to develop of the school.

#### Progress towards achieving improvement measures

##### Process 1: Building Leadership Capacity

Enhance the school culture in which all members take responsibility for their leadership and ongoing learning.

Evaluation	Funds Expended (Resources)
<p>Maintenance of Accreditation continued through Australian Teaching Standards referenced professional learning such as External Validation on balance judgement meetings.</p> <p>2nd observations planned and undertaken by staff completing proficient accreditation using NESA template; other staff using CPPS template or NESA template.</p> <p>Teacher Identified Professional learning and NESA registered professional learning, particularly remote learning, encouraged, timetabled and undertaken by all staff.</p> <p>End of year reviews of staff PDPs including a self-evaluation of school, stage and personal goals, and two classroom observations planned with a colleague or supervisor.</p> <p>EOIs for temporary and casual teachers submitted and considered by the executive team for 2021 positions.</p>	<p>Professional learning: \$41 161.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

##### Process 2: School Resources

Review the physical, financial and staff resources to provide a shared sense of responsibility for engagement, learning, development and success.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The school continued to review the physical, financial and staff resources to provide a shared sense of responsibility for engagement, learning, development and success. New playground equipment was installed to engage students and help them become more physically active in the playground. The playground has also supported the children in taking risks and challenging themselves whilst at the same time improving their physical health.</p> <p>The school employed four full time SLSO to support the individual needs of students and small groups within the context of their class through our Learning Assistance Program.</p> <p>Staff utilised the budget to assess their own classroom needs and evaluate non consumables that were relevant to their classroom organisation.</p>	<p>Playground equipment: \$110 000.00 (6300 funds)</p> <p>SLSO: \$86 648.00</p> <p>Teaching resources (consumables): \$20 000.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$46730.00)</li> <li>• Socio-economic background (\$48622.00)</li> <li>• English language proficiency (\$35134.00)</li> </ul>

### Process 3: School Planning, Implementation and Reporting

Develop a clearer understanding of the strengths and areas to develop of the school.

Evaluation	Funds Expended (Resources)
<p>In preparation for external validation a number of staff workshops were held last year where staff unpacked the domains, elements and themes of the SEF. It was through these workshops that staff began the process of considering the evidence that could be used to support the on balance judgements. Further to this, the principal and executive staff worked with the PSL to better understand the process of self-evaluation and its impact for future planning. These sessions led to the establishment of six evidence sets and a clearly defined timeline.</p> <p>COVID-19 had a significant impact on the processes that the school was able to undertake in preparing its external validation. Although this was the case, the opportunities it presented far outweighed any negative impact that was had. Planned face to face evaluations and discussions were replaced with online platforms and the postponement of a number of extra curricula activities provided additional time for staff to comprehensively evaluate the evidence that was collected.</p> <p>The school comprises 6 executive staff who predominantly worked on one evidence set each and then supported an executive colleague with another. As a result of extra curricula activities being postponed, particularly PSSA on Friday this provided the opportunity for staff to focus on the external validation of the school. "EV Friday" as it was termed allowed the school to release staff on a fortnightly rotation. These staff worked with the executive to focus on specific elements and themes of the School Excellence Framework to undertake an authentic and comprehensive self-assessment process. Through face to face workshops (when permitted) and online platforms staff were then presented with the evidence to engage in a rigorous conversation that led to the on balance judgement.</p> <p>During these conversations staff initially directed their on balance judgement towards 'excelling.' When the statement of excellence was unpacked and the evidence thoroughly tested the staff became more confident in their on balance judgement even when they felt it led to the school 'delivering.' It was these conversations that led staff to develop their understanding of the SEF, the statements of excellence, the elements and themes within each. This has allowed the school to build consistency of understanding and interpretation of the SEF to help us better reflect and determine where to from here in regard to our future planning.</p>	

## Progress towards achieving improvement measures

Through this process the staff identified clear strengths of the school, however it also enabled staff to identify the inconsistencies that were occurring from stage to stage across the school. This was evident when discussing the assessment practices and the use of data to inform teaching.

With the introduction of the Strategic Improvement Plan, Clenton Park felt the ability to undertake external validation this year and at this time provided the perfect springboard into the Situational Analysis. Further to this was the release of the What Works Best Update and its alignment with the SEF and Strategic Improvement Plan.

## Next Steps

In regards to our improvement measures, future work will be to increase the participation of the community in helping the school develop a clearer understanding of its strengths and opportunities for improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$8 076.00)	An Aboriginal education consultative group has not been established.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$35 134.00)	<p>Suitable programs and resources for EAL/D students requiring and receiving SLSO support were developed and implemented. Additional resources were obtained through the Equity Resource Centre.</p> <p>Staff professional learning focused on planning for new arrivals students and a "diversity garden" was established. Vegetables have been planted and harvested. The garden has been a central component of the EAL/D program and has provided rich learning experiences for the students.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$46 730.00)	Suitable programs and resources for students requiring and receiving SLSO support were developed and implemented. The timetable was adjusted to best meet the needs of the students as they have changed throughout the year.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$98 466.00) • Literacy and numeracy (\$26 963.00)	<p>Continuation of the Maths Mentor program K-2. Teacher expert to work in the K-2 classrooms as an instructional leader working with other staff to focus on early intervention, improved assessments, teacher support, quality training and evaluation.</p> <p>Establish an early intervention reading program. Students will be identified through NAPLAN data and school based assessments.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$48 622.00)	Suitable programs and resources for students requiring and receiving SLSO support have been developed and implemented.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$22 000.00)	The induction program overview outlined the opportunity to reflect upon the Strong Start Great Teachers modules. The SSGT modules provided the scaffold to guide the professional dialogue between the beginning teacher and mentor. One of the beginning teachers successfully completed her accreditation through NESA.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted support for refugees and new arrivals (\$22 000.00)	A "diversity garden" was established. Vegetables have been planted and harvested. The garden has been a central component of the EAL/D program and has provided rich learning experiences for the students.



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	308	312	320	323
Girls	283	291	272	268

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	96.5	93.8	93
1	95	95.6	94.5	94.1
2	94.7	93.1	94.3	93.9
3	95.5	95.2	92.8	93
4	94.1	94.5	93.3	90.2
5	95.7	94.2	94.4	92.6
6	94.2	92.9	91.5	93.1
All Years	95	94.6	93.5	92.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.03
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	4

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	927,696
<b>Revenue</b>	5,945,572
Appropriation	5,651,270
Sale of Goods and Services	25,135
Grants and contributions	265,751
Investment income	3,117
Other revenue	300
<b>Expenses</b>	-5,752,185
Employee related	-5,222,786
Operating expenses	-529,399
<b>Surplus / deficit for the year</b>	193,387
<b>Closing Balance</b>	1,121,083

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

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	543,283
Equity - Aboriginal	8,076
Equity - Socio-economic	48,622
Equity - Language	341,409
Equity - Disability	145,176
<b>Base Total</b>	4,151,257
Base - Per Capita	142,378
Base - Location	0
Base - Other	4,008,879
<b>Other Total</b>	833,750
<b>Grand Total</b>	5,528,290

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of parents, students and teachers about the school. This was sought through the TTFM surveys, People Matters survey and school based surveys through Google Forms. All school community members were given the opportunity to comment on aspects of school life that they considered we do well at Clenton Park Public School and areas they considered we could improve on.

### Background

All students, staff and parents were asked to complete the survey.

A summary of their responses is presented below.

### Students

The majority of students indicated the following aspects of school life are considered strengths of Clenton Park Public School: a positive sense of belonging; having friends at a school they can trust and who encourage them to make positive choices; great technology access; the extra curricula activities at the school.

Students indicated that the school could improve in the following aspects: students being challenged in their classroom; helping students to set clear goals and ensuring they are motivated and interested in their learning.

### Parents

Parents indicated the following aspects of school life are considered strengths of Clenton Park Public School: clear communication and organisation; being well informed of events within the school; creating a nurturing environment for the children; providing extra curricula programs such as sport and providing intensive support for individual developmental needs.

Parents indicated that the school could improve in the following aspects: more academic extension opportunities, more differentiated learning; better ongoing communication between classroom and home; more communication throughout the year on what is being studied/discussed in the classroom to allow for discussion/reinforcement at home.

### Staff

The majority of staff indicated the following aspects of school life are considered strengths of Clenton Park Public School: communicating with staff members; supporting each other; providing a vibrant, dynamic and exciting timetable for all students and staff; practical efforts to cater to the learning needs of our students in regards to the additional support programs that are provided; supportive staff culture, extra curricula activities such as the band and choir; the rapport between community and school.

Staff indicated that the school could improve the following aspects: ensure all children have access to Reading Eggs and Mathletics; value and support the ongoing professional learning for staff as being paramount to the success of both the staff and students; unpacking PLAN2 more explicitly.

### Future Directions

**Focus area 1:** Increase the number of students achieving expected growth in Numeracy and Reading NAPLAN through data use and explicit teaching.

**Focus area 2:** Develop an integrated approach to quality teaching and assessment that supports clear communication with parents and outlines further progress and achievement for all student learning across the curriculum.

**Focus area 3:** A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students and staff.

# Policy requirements

## Aboriginal Education Policy

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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.

At Clemton Park Public School we are aware of cultural and social development of our indigenous students as well as their heritage and celebrate Aboriginal culture and history.

The school is active in recognising important annual events like the anniversary of National Reconciliation and NAIDOC week. There was a whole K-6 student involvement during NAIDOC week through all KLAs, especially English and Visual Arts.

The school actively plans and sets aside support funds linked to learning outcomes in the school management plan to develop effective Personalised Learning and Support Plans for all the Indigenous students, in collaboration with parents and the Aboriginal Education team. These PLSPs are reviewed, discussed and the information collected is passed onto the next years teacher to gain a better understanding of the child's educational and social needs. In 2021 the committee intends to expand with members of the community supporting the school with Aboriginal initiatives.

## Anti-Racism Policy

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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.

All staff of Clemton Park Public School contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Clemton Park Public School currently has two trained Anti-Racism Contact Officers who provide timely and professional responses to suggestions, complaints and allegations regarding racism. The school's implementation of the Anti-Bullying policy has assisted the students in dealing with issues as they arise.

## Multicultural Education Policy

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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.

Multicultural Education outcomes are included within each Key Learning Area (KLA) where appropriate.

Anti-racism education strategies are taught as a related part of the program. Cultural components are also addressed within the multicultural program and identified and celebrated as part of Education Week and Harmony Day celebrations.

Clemton Park Public School provides teaching and learning programs that enable students from all cultures and communities to identify themselves as Australians within a democratic, multicultural society and to develop the knowledge, skills and values for participation as active Australian citizens.

Students who are learning English as an Additional Language or Dialect (EAL/D), are provided with appropriate support

to develop their English language and literacy skills so that they participate fully in school activities and achieve equitable educational outcomes.

Clenton Park Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. During 2020 there was an increase in students who qualified for the New Arrivals Program (NAP). The school received an additional 0.2 entitlement to support these students. In 2021 there will be an increase of funding of 0.2 for our EAL/D teachers and 0.2 form Terms 1-4 for our NAP. Our school promotes positive community relations through effective communication with parents and community members from diverse cultural and linguistic backgrounds and encourages their participation.

