



2020 Annual Report

Clovelly Public School



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Introduction

The Annual Report for 2020 is provided to the community of Clovelly 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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School vision

At Clovelly Public School, we believe in "Educating for Excellence" whilst promoting an inclusive, engaging learning environment, led by highly dedicated teachers, who encourage students' individual development as creative, confident, resilient, future-focused learners.

School context

Clovelly Public School is a large primary school situated in Sydney's Eastern Suburbs with an enrolment of 607 students across 24 classes. The traditional custodians of the land are the Bidjigal people of the Eora Nation.

The school offers an enriching curriculum including debating, public speaking, dance, drama, languages and sport. In addition, we provide a range of extra-curricular activities including Band, Code Club, Reading Club, Choir and The Newsroom which expand our student's interests and enhance their knowledge of the world around them.

We have an active community that passionately advocates for our students, using their knowledge to support student academic learning as well as their social and emotional well-being. Our Positive Behaviour for Learning program provides a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community. Our core values of Respect, Responsibility and Learning underpin our collaborative planning for all teaching and learning programs. We put all students at the centre of the decisions we make, and the actions we take as educators are based on the individual needs of the students in our care.

Clovelly Public School has a highly motivated and hard-working team of teaching and non-teaching staff who offer a diversity of knowledge and expertise ensuring that our students can 'Aim High' through challenge and opportunity as our school logo and motto state. We are very proud of our students, their achievements, their high standards for learning and success and are committed to preparing all students to be lifelong learners and responsible global citizens.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Inspired Teaching and Learning

Purpose

To provide a whole school approach to the delivery of quality teaching and learning thereby empowering students to become successful learners with the capacity to effectively apply literacy and numeracy skills in the complex and dynamic society in which they live.

Improvement Measures

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in numeracy.

All teaching and learning programs are differentiated, reflect the use of data to inform teaching and learning pedagogy and integrate the use of future-focused pedagogy to enhance learning.

Progress towards achieving improvement measures

Process 1: Literacy

Implement a whole school consistent approach to supporting all students in the development of literacy skills.

Evaluation	Funds Expended (Resources)
In 2020 the school was unable to participate in NAPLAN due to COVID-19. As a result, Yr 3 & Yr 5 students participated in the 2020 Check-In assessment. Analysis of this data show that 79.3% of Yr 3 students are achieving in the top 2 bands of reading, compared to 74.9% of SSSG. 70.6% of Yr 5 students are achieving in the top 2 bands of reading, compared to 61.5% of SSSG.	

Process 2: Numeracy

Implement a whole school consistent approach to supporting students in the development of numeracy skills.

Evaluation	Funds Expended (Resources)
In 2020 the school was unable to participate in NAPLAN due to COVID-19. As a result, Yr 3 & Yr 5 students participated in the 2020 Check-In assessment. Analysis of this data show that 81.7% of Yr 3 students are achieving in the top 2 bands of Numeracy, compared to 74.9% of SSSG. 57.4% of Yr 5 students are achieving in the top 2 bands of Numeracy, compared to 57.5% of SSSG.	

Process 3: Future-Focused Learning

Create innovative and dynamic learning environments and continue the development of teacher capacity and parent understanding of future-focussed pedagogies.

Evaluation	Funds Expended (Resources)
The challenges of COVID-19 also presented opportunities for students and teachers to utilise a variety of resource to support and compliment learning, both at home and in the classroom. Additional teachers were employed to support Streamed Maths and Literacy groups and cater for all students to the Home Learning period. Teachers were also up-skilled in the use of data to inform their teaching and learning practices in collaboration with the	

Progress towards achieving improvement measures

Instructional Leader.

Strategic Direction 2

Wellbeing

Purpose

To maintain social and emotional wellbeing within a positive school community, focusing on the development of the whole child including student voice, resilience, tolerance, growth mindset and leadership.

Improvement Measures

Improved student well being K-6.

Evidence of high impact school improvement in the Wellbeing element of the Learning domain in the School Excellence Framework.

Established and consistent Learning and Support processes.

Progress towards achieving improvement measures

Process 1: Implementation of whole school wellbeing programs

Implement wellbeing programs that develop the whole child, and the social and emotional development of students and staff through positive learning experiences.

Evaluation	Funds Expended (Resources)
With the challenges of COVID-19, it was vital the school continued with the whole school wellbeing program 'Grow Your Mind'. During challenging times, student and staff morale was high and support networks were in place when required.	ACER Wellbeing surveys Staff wellbeing surveys

Process 2: Positive Behaviour for Learning (PB4L)

Continue the implementation cycle of tiered Positive Behaviour for Learning (PB4L) systems, including regular collection and evaluation of data across all school settings.

Evaluation	Funds Expended (Resources)
Positive, respectful relationships aligned to the schools core values of Respect, Responsibility and Learning were evident throughout the year and supported the Positive Behaviour 4 Learning systems embedded in the school.	

Process 3: Individualised Learning

Development of teacher capacity and parent understanding of Learning and Support processes and the planning and implementation of targeted differentiated teaching and learning strategies for individual students.

Evaluation	Funds Expended (Resources)
MultiLit continued as a targetted intervention program with data indicating significant growth for students involved. Lego Club has evolved and been well received by involved students, their parents and teachers.	

Strategic Direction 3

Quality Relationships

Purpose

To strengthen existing relationships with community members to ensure productive and trustful connections and effective communication pathways are sustained.

To engage new meaningful partnerships with local community and external organisations, providing substantial benefits to the students of Clovelly Public School.

Improvement Measures

Established communication policy and consistent communication procedures.

Improved community and parent participation and engagement.

Progress towards achieving improvement measures

Process 1: Effective Communication

Implement effective communication strategies across all sectors of the school community.

Evaluation	Funds Expended (Resources)
With parents and community members being restricted access onto school sites and teachers and students being unable to attend venues outside the school due to COVID-19 restrictions, we as a school led the way in making connections and sharing our successes through a variety of mediums including short videos about different aspects and achievements the school has made. Chromebooks were purchased for all staff members so they could participate in ZOOM meetings with parents and other agencies.	

Process 2: Community Partnerships

Work collaboratively and in partnership with the community to increase participation, responsibility and engagement of all stakeholders.

Evaluation	Funds Expended (Resources)
COVID-19 restrictions presented many challenges, however, opportunities were provided through a variety of multimedia and phone calls to connect with the community and to continue developing relationships.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2777	The school provided funds to support the personal learning pathways (PLPs) for Aboriginal students. Funding supported students' literacy and numeracy needs and individual cultural goals as negotiated.
English language proficiency	\$13727	Funds were used to employ an additional teacher on a part time basis to support the individual learning needs of students with a Language Background other than English. Funds were also used to work with individual and small groups of students who required additional support in developing their English language skills.
Low level adjustment for disability	\$105594	The school funded an additional Learning and Support Teacher (LaST) three days a week to support individual student needs across the school. The Learning Support Teacher teaches small groups of students and supports classroom teachers to differentiate the curriculum and develop individual learning plans for students who require support. The school funded Student Learning and Support Officer (SLSO) time to provide individual support to students with disabilities and individual learning needs. The SLSO works with students on their individual learning plans and support students with a wide range of needs including literacy, numeracy, behavioural and health care needs. Support is provided in the classroom and playground settings.
Quality Teaching, Successful Students (QTSS)	\$109931	The school self-funded additional staff to assist teachers in developing consistent and evidence based practices across all classes with the overall goal of improving the students achievement in the areas of literacy and numeracy.
Socio-economic background	\$5213	The school funds excursions and paid school programs for students from low socio-economic backgrounds. This enables equity in terms of access to school programs and curriculum for all students.
Support for beginning teachers	\$18856	Beginning Teacher Support is used to fund additional support for early career teachers who are in the first two years of being permanent or temporary members of staff. The school uses these funds to provide teachers with additional release time to work with the school's Instructional Leader as their mentor and undertake training and development.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	291	282	286	290
Girls	305	310	313	312

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	95.6	95.1	95.9
1	96	96.5	94.6	96.2
2	95.2	95.4	93.9	95.7
3	95.6	95.1	94.9	95.3
4	96.2	95.9	93.9	96
5	95.8	95.7	94.1	94.9
6	95.2	94.3	92.2	96
All Years	95.6	95.6	94.2	95.7
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)	23.1
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	992,030
Revenue	5,342,212
Appropriation	4,932,510
Sale of Goods and Services	49,726
Grants and contributions	357,662
Investment income	2,013
Other revenue	300
Expenses	-5,410,578
Employee related	-4,488,503
Operating expenses	-922,075
Surplus / deficit for the year	-68,366
Closing Balance	923,664

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.

	2020 Approved SBA (\$)
Targeted Total	75,631
Equity Total	127,311
Equity - Aboriginal	2,777
Equity - Socio-economic	5,213
Equity - Language	13,727
Equity - Disability	105,594
Base Total	4,267,156
Base - Per Capita	144,062
Base - Location	0
Base - Other	4,123,094
Other Total	368,958
Grand Total	4,839,055

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 to access the school data.

2020 NAPLAN

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 through surveys. Information and satisfaction data in regards to community engagement, wellbeing and teaching practices was gathered.

Parents/carers were offered the opportunity to participate in the Tell Them From Me Parent Survey. 174 parents completed this survey, which was a significant increase of 91 respondents in 2019 and 17 in 2018. Parents/carers reported that they feel welcome when they visit the school. Most respondents indicated that they can easily speak with their child's teacher or the principal, the administrative staff are helpful when they have a question or problem, and they are well informed about school activities. Most respondents reported they were kept informed of their child's learning progress and behaviour. 98% of respondents indicated they had spoken to their child's classroom teacher during the year, with 80% indicating they have spoken to the teacher two or three times or more.

Students in Years 4, 5 and 6 participated in the Tell Them From Me Student Survey where average school results were comparable to the NSW Government Norm in most areas, including relevance (students find classroom instruction relevant to their everyday lives) and expectations for success (school staff emphasise academic skills and hold high expectations for all students to succeed). 90% of students who completed the survey reported they have friends at school they can trust and who encourage them to make positive choices, compared to 85% for the NSW Government Norm. 95% of students have a high rate of participation in physical education and sports compared to 83% for the NSW Government Norm. 74% of students find classroom instruction relevant to their everyday lives which is 5% below the NSW Government Norm.

In 2020 32 staff members at Clovelly Public School participated in the Tell Them From Me Teacher Survey. 83% of teachers said they have been supported by school leaders during stressful times and 77% of teachers have been provided with guidance from school leaders when monitoring student progress. 88% of teachers indicated they talk with other teachers about strategies to increase student engagement and discuss learning problems of particular students with other teachers.

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.