

# 2020 Annual Report

## Clergate Public School



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# Introduction

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

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

## School contact details

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Clergate Public School

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## School vision

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

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

## School context

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	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

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

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

#### Improvement Measures

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

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

Increased use of collaborative practice within professional learning communities.

#### Progress towards achieving improvement measures

##### Process 1: Personalised Learning

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

Student goals are set and reflect high expectations.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• <b>PLPs</b> (Personalised Learning Pathways) and 3-Way PLP Meetings for every child - During 2020 as a part of the whole school plan, staff met with parents and students during the first term to set and reflect on personal goals for the coming year. Teachers set personalised goals in these meetings in the areas of literacy and numeracy, using all available internal and external data sources as well as wellbeing goals. Students also set goals based on their perceived needs in literacy and numeracy and wellbeing. The PLPs are shared with parents and any additions revised in second semester following Term 2 reports. In addition, students chose 2 teachers that they feel most comfortable in talking to as their mentor should any problems arise throughout the year. Ensuring that "Every child is known, valued and cared for".</li><li>• As we move into the new school improvement plan personalised learning will remain an ongoing priority.</li></ul>	\$1000 staff release

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

Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• <b>Quality Teaching Rounds</b> - 2 staff trained in QTR during 2019 and shared professional learning during Term 4 2019. In 2020 staff commenced Quality Teaching Rounds consisting of 3 teaching staff per round. The rotation of staff allowed for two rounds of Quality Teaching.</li><li>• <b>Visible Learning 2020</b> - The school has created and embedded 4 learner dispositions called "Butterfly Learners". These are posted in each classroom, shared with a fortnightly focus in our community newsletters, on Kinder transition evenings, and embed in our weekly class and school awards. Student survey data shows that students know what a good learner looks like. This year staff embarked on improving student feedback by participating in Corwin's Online Feedback module as a whole staff. Learning Intentions</li></ul>	<p>\$500 Leadership Staff professional learning - Visible Learning</p> <p>\$1888 Whole staff professional learning - Visible Learning</p> <p>\$ 726 1 x Staff professional learning - Seven Steps to Writing Success</p>

## Progress towards achieving improvement measures

and Success Criteria are widely utilised across K-6 and embedded in teacher's Mathematics and Writing Programs. Further Visible Learning initiatives are outlined in our 2020 Visible Learning Action Plan. However, not all initiatives were possible due to COVID-19 restrictions on meetings and implementation with parents.

- **Seven Steps to Writing Success** - Each year new staff has trained in the "Seven Steps" writing program. There has been a marked improvement in teacher confidence in teaching writing and student progress as indicated in previous growth in NAPLAN data over the past three years. The next steps to improve writing are to enhance staff skills in the teaching of secretarial skills and student growth in punctuation and grammar. Another school focus area is to improve vocabulary within reading and writing K-6.

- **PLAN2** - Staff completed professional learning very early in Term 1 regarding the use of setting up small groups and monitoring student progress across the learning progressions in literacy. The inability to collaborate across our Community of Schools hindered progress in this area.

- **Community of Schools collaboration** - Over the past three years our school has been heavily invested in collaborating with our CoS for sport, STEM, wellbeing initiatives, leadership programs, beginning teacher mentoring, professional learning, consistent teacher judgment, sharing of casual staff, wellbeing across staff and leadership support along with a connection with our whole school planning. This connection has continued to strengthen with further initiatives being developed for the coming School Improvement Plan as What Works Best in Practice modules yielding future School Improvement Plan goals for our CoS.

## Next Steps

As we move forward into the new school improvement phase the development of:

- data skills and use for explicit teaching,
- embedding assessment and feedback practices, and
- collaboration will be areas of focus.

## Strategic Direction 2

### Wellbeing for Success

#### Purpose

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

#### Improvement Measures

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

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

#### Progress towards achieving improvement measures

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

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• <b>Wellbeing</b> has been a major focus throughout the 2018-2020 school plan. Clergate was previously a KidsMatter school and has transformed into the Be You initiative. In 2020 the school's leadership team developed a Be You Action Plan, encompassing all wellbeing initiatives within the school to take wellbeing forward into the new school plan. Each year new staff are introduced to the Be You initiatives in their induction. Staff have participated in several wellbeing professional learning opportunities including Be You completion of online modules and used the strengths and learning in our day-to-day roles.</li><li>• Along with the professional learning, staff has implemented several initiatives that have become embedded in everyday practice for example a wellbeing component in every staff meeting. All initiatives are outlined in the 2020 Be You Action Plan.</li><li>• <b>Smiling Mind:</b> Staff completed professional learning in the Smiling Mind program in 2020. In Semester 2 all staff commenced embedding this program and this will continue to be strengthened and embedded across the school in the new school plan.</li></ul>	

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

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• <b>Playground upgrades:</b> The school has placed value on upgrading the play areas and with the support of the P &amp; C two new nature play areas have been constructed. There has also been artificial turf laid where students transition to school each morning with collaborative games. These projects have enhanced student wellbeing and this is evident in the student survey conducted across Years 3-6 in September 2020 and the Tell Them From Me surveys.</li><li>• <b>Daily Fitness:</b> A leading staff member developed and embedded a very successful morning daily fitness program for the whole school. Every child participates and has input into the selection of activities. The children have benefited from the family groupings and daily physical exercise, setting them</li></ul>	<p>\$14970 Artificial Turf</p> <p>\$5642 Playground climbing frames</p>

## Progress towards achieving improvement measures

up for early engagement in literacy and numeracy sessions.	
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## Next Steps

- The school will continue to seek evidence-based, whole-school best practice initiatives including The Resilience Project to embed in the new school improvement plan, ensuring wellbeing is a priority for our school community.
- The school will continually plan and review wellbeing initiatives for the whole school community as a part of the new school improvement plan.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$3 126.00)	PLPs were developed in collaboration with parents, teachers and LaST. These were monitored and adjusted throughout the year. Students received additional learning and support to address their personal learning goals directly in the classroom with a focus on literacy and numeracy. All students have made progress against reading benchmarks PAT assessments, in school assessments and towards achieving personal goals outlined in PLPs.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$33 276.00)	The support teacher learning assistance has worked closely with class teachers and LaST to implement the school's learning and support programs and work closely with identified students to support their wellbeing. Evidence-informed decisions were made to regularly review, respond and address identified student learning needs. The internal assessment indicated that students supported by the SLSO showed growth against IEP goals and in literacy and numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$17 064.00)	Leading staff worked with all teachers K-6 in the following areas • Team Teaching and Quality Teaching Rounds • Supervision of staff • Accreditation of staff • Lesson observations • Collaborative Planning • Release for staff to work on school based initiatives
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$27 018.00)	Low socio-economic background funding was used to provide increased learning opportunities to improve learning outcomes. The purchase of resources and experiences allowed students to fully engage with the curriculum. This included targeted learning support in classrooms through the use of school learning support officer delivered intervention programs, supporting small groups and individuals, particularly in literacy and numeracy sessions. The SLSO also works closely with the LaST to implement the school's learning and support programs and to support students and teachers. Most of the students from low socio-economic backgrounds are achieving at least one year's learning growth for each school year.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$14 418.00)	One beginning teacher has been provided with additional support as per NSW Department of Education policy. Teacher feedback indicated that mentoring support and additional release was valuable and productive. The funding enabled the staff member to complete Proficient Teacher accreditation requirements.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	50	43	47	42
Girls	53	49	43	36

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	92.2	92.3	97.6
1	95.7	95.4	94.6	95.1
2	98.6	94.4	95.1	96.7
3	98.6	91.2	96.8	96.8
4	95.6	97	95	96.7
5	93.1	89.8	95.4	95.7
6	94.5	91.1	94.8	95.7
All Years	95.9	92.9	94.8	96.4
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
Classroom Teacher(s)	3.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.54

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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>	131,654
<b>Revenue</b>	1,029,642
Appropriation	996,903
Sale of Goods and Services	959
Grants and contributions	31,562
Investment income	218
<b>Expenses</b>	-1,024,555
Employee related	-897,830
Operating expenses	-126,725
<b>Surplus / deficit for the year</b>	5,087
<b>Closing Balance</b>	136,741

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	41,048
<b>Equity Total</b>	63,419
Equity - Aboriginal	3,126
Equity - Socio-economic	27,018
Equity - Language	0
Equity - Disability	33,276
<b>Base Total</b>	819,295
Base - Per Capita	21,645
Base - Location	1,620
Base - Other	796,030
<b>Other Total</b>	40,181
<b>Grand Total</b>	963,943

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

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

Their responses are presented below.

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

### Partners in Learning Parent Survey - Parents Perspectives

Areas that were mostly 8 or greater on the scale were:

- Parents feel welcome (8.7)
- Parents are informed (8.3)
- Parents support learning at home (5.4)
- The school supports learning (8.2)
- The School supports positive behaviour (8.4)
- Safety at school (7.8)
- Inclusive school (8.4)

In other areas on the survey parents reported :

- 100% talking with a teacher (school contact) when learning from home.
- 100% strongly agreed or agreed they would recommend the school to other parents.
- 87% of parents indicated that emails were one of the most useful forms of communication about school news.

In addition, open-ended responses were obtained to the following questions; Would you consider attending P & C Meetings or volunteering to assist with P & C activities in 2021?; We are endeavouring to provide the most relevant support for parents. Which workshops would you most likely attend? (A choice of 5 workshops given) These responses have been analysed and where possible and appropriate actions have been implemented.

### Primary Students Survey - Student Responses

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

- 97% indicated a value of schooling outcomes
- 90% reported positive school behaviour
- 90% reported positive relationships

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

- 83% quality instruction
- 93% effort

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

- Quality instruction (8.0)
- Positive teacher student relationships (8.2)
- Positive learning climate (7.2)
- Expectations for success (8.4)

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



# Policy requirements

## Aboriginal Education Policy

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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.

## 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.

## 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.