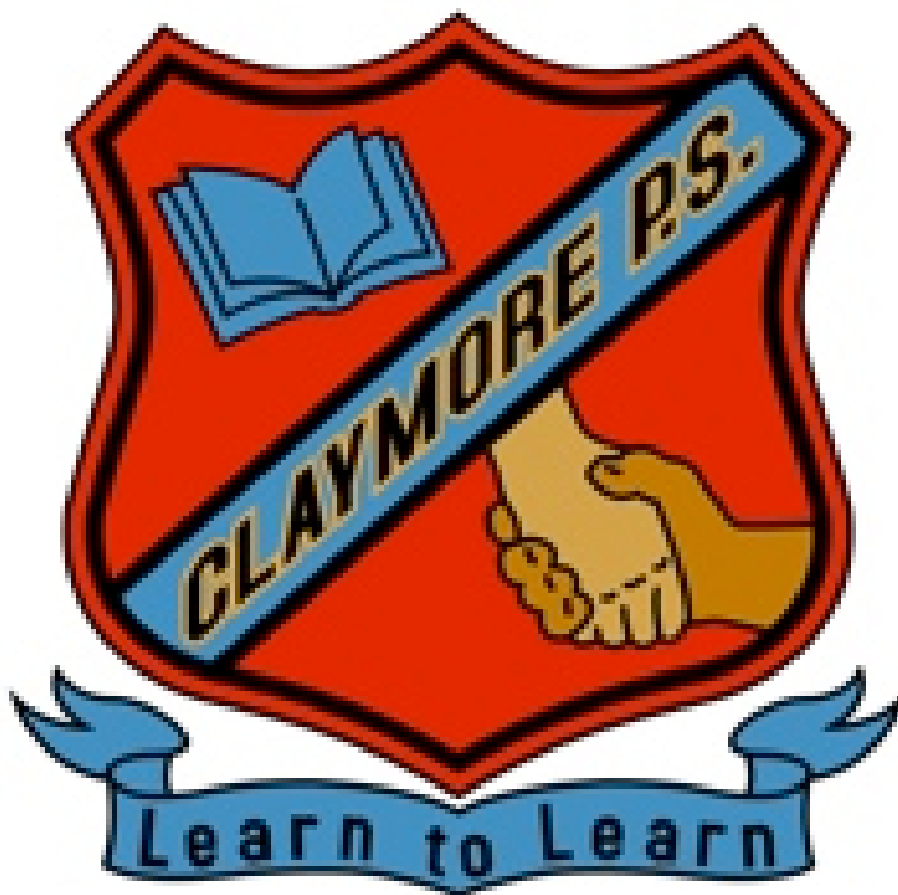# 2020 Annual Report

Claymore Public School

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Introduction

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

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

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Message from the principal

2020 was certainly an unprecedented year. In response to the world-wide pandemic the school community faced many challenges. The staff worked extremely hard to and rose to the challenge by providing a flexible learning environment for our students while they were learning from home.

School vision

VISION

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

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

MISSION

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

School context

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

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

Improvement Measures

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

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

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

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

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

Overall summary of progress

A number of milestones were impacted by COVID-19 restrictions and the resulting period of home-learning this year. Professional learning continued for all teachers K-6 in the areas of reading, writing and number, however a number of professional learning initiatives were impacted by the restrictions requiring either modification or postponement. All classroom teachers continued to have access to an Instructional Leader to assist with the planning and implementation of teaching and learning programs as well as the development of quality assessment tasks, both formative and summative to support assessment practice in reading, writing and number. This has been especially supportive for early career teachers.

NAPLAN data was not available this year, however the school has continued to monitor internal school assessment in the areas of reading, writing and number. This data has shown some progress in number and reading, however there is still further improvements and work to be done in these areas as well as in writing.

Intensive support programs have been provided to all students K to 6 who were identified as being at risk. Learning and Support staff also worked with students who identified as being 'just off the boil' in reading, writing and number. The employment of a speech pathologist to work with students and their parents/carers has supported literacy and communication programs for students in K-2.

Staff and student access to a range of technologies has been supported this year through improved processes and practices to manage the school's devices and technology use. This has been identified as an area of continued focus for next year.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Early Action for Success in K-2 continued to be implemented under the leadership of the Instructional Leader K-2, with a large focus on changing the school's practices in Reading across the K-2 classrooms. Extensive professional learning was provided for all K-2 staff (Learning and Support teachers and School Learning Support Officers) on The Big Six of Reading,	

Progress towards achieving improvement measures

with particular focus on phonological awareness and phonics instruction.

Professional learning The Big Six of Reading provided the team with a deep understanding of the fundamentals of reading and expanded their repertoire of effective teaching strategies. This led to a restructure of teaching and learning programs across K-2, with increased focus on the development of phonological and phonemic awareness skills as well as phonics and spelling instruction. As a result of the extensive professional learning provided, teachers saw the importance of teaching these early reading skills, and as a result daily phonological awareness lessons were implemented across K-2 through the use of the Heggerty Phonemic Awareness program and also with a more targeted and specific focus in kindergarten.

Our professional learning on reading also saw us restructure our guided reading lessons, and as a result a large number of decodable readers were purchased for K-2. Professional learning and collaboration sessions ensured teachers were supported in implementing guided reading lessons using decodable texts and understood the science behind the shift in our pedagogy. This saw all teachers K-2 understanding the importance of, and explicitly teaching the skill of decoding words in order to read. This aligned with our professional learning on phonics and its importance in early reading and writing. We also partnered with CESE and participated in a joint Reading Project based on best practice in teaching reading. This partnership led to professional learning on Vocabulary and its role in reading, as well as the overhaul of our literacy groups in Stage 1. As a result of this, differentiated reading contracts were implemented during literacy groups to ensure that students were engaged in quality tasks at their point of need. Students moved away from game-based activities to comprehension-based responses to texts, with a noticeable improvement in their comprehension skills and engagement.

Professional learning also shaped our approach to teaching modelled and shared reading and led to a restructure across Stage 1. Teachers collaborated to develop modelled reading programs that explicitly taught students how to analyse and annotate texts, unpack vocabulary and locate evidence or answers to support comprehension of the texts that they read.

Stage 1 teachers also participated in the professional learning pathway on Assessment Informed Practices for Teaching Spelling in the Early Years with Dr Tessa Daffern, which was offered through Early Action for Success. This provided extensive professional learning in the area of spelling and its important role in reading and writing. Teachers were also provided with strategies and models to effectively teach differentiated spelling lessons, ensuring phonological, orthographical and morphological subskills are taught across Stage 1. This supported and enhanced our Interactive Writing program which commenced in 2020, providing teachers with opportunities to explicitly teach aspects of phonics, spelling, grammar and punctuation through targeted daily differentiated lessons.

School closures as a result of Covid-19 saw an increased focus on intensive intervention ad support programs across K-2. All K-2 classrooms had access to a School Learning and Support Officer at least three days per week and students classed as 'off the boil' or 'at risk' were supported by two K-2 Learning and Support Teachers, as well as the EAL/D teacher. Focused Individual Assessments were completed for all 'off the boil' or 'at risk' students and Individual Learning Plans were created based on comprehensive analysis of assessment and data. School Learning and Support Officers worked daily on individual programs with targeted students.

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
As a result of the interruption to learning that Covid-19 created through home learning many aspects of this strategic direction were placed on hold or delayed throughout the course of the year. During home learning teachers engaged students in both online and paper based teaching and learning experiences. Most of these reflected our school's focus areas in reading, writing and number. Unfortunately not many of our students engaged in home learning at an appropriate level that allowed teachers to assess their learning progress during this home learning period. When students returned on site we quickly returned to our regular routine of teaching and learning. Whole school learning and support programs were refocussed to ensure all students who required additional support were catered for. We conducted a Situational Analysis in reading across stage 2 and 3 which allowed us to determine what aspects of reading instruction were proving successful and where our gaps were. This allowed us to provide professional learning to all stage 2 and 3 staff around the explicit teaching of reading through modelled and guided practices. As a stage we developed differentiated reading contracts for students so teaching and learning across the week was tailored to their individual need. Guided reading lessons developed around providing explicit model of specific focus areas. This was also introduced to students during the modelled reading lesson. Once this was complete, we realigned the stage 2 and 3 learning and support structure to allow for learning and support teachers to withdraw students who were working below stage level, at providing intensive reading instruction lessons. This allowed classroom teachers to work with the remainder of students on close reading and text analysis at a deeper level. We continued with our professional learning and staged based planning days to plan quality teaching and learning experiences for all students. In addition to this all teachers worked closely with their team leader and Instructional Leader in implementing their Professional Development Plan(PDP). The "Curriculum Assessment and Procedures". were reviewed in term 4 ready for implementation in 2021. This document outlines the scope and sequence documents and assessment and programming expectations for all staff at Claymore Public School. All 'at risk' students from K-6 completed a focussed individual assessment that was used to develop an individual learning plan. These students worked with both the Learning and Support Teacher as well as Student Learning Support Officers (SLSOs). As a whole school we implemented professional learning around Vocabulary and it's role in teaching students how to be effective readers. We also partnered with CESE and participated in a joint Reading Project around best practice in teaching reading.	

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

Evaluation	Funds Expended (Resources)
Throughout Learning from Home due to Covid-19, 65 devices, including 32 iPads and 33 laptops, were loaned to our school community to engage in learning tasks. All teaching staff engaged in workshops led by highly skilled colleagues to set up Google Classroom and Seesaw From Home, in addition to learning to create videos and content to support student learning. Following the return to school, several initiatives remained in place as a result of enhanced teacher knowledge and pedagogical practices in ICT. An analysis of staff technology use was carried out during Term 2, incorporating data from staff surveys and an audit of all technology	

Progress towards achieving improvement measures	
equipment. As a result of this analysis, the remaining interactive whiteboards were replaced with new Prowise Touchscreen boards and K-2 iPads and 3-6 laptops were replaced with updated models. Individual charging bays were installed, computer lab desktops and staff laptops received hard drive updates and new front office and staffroom devices installed. A new stocktaking system of all ICT was undertaken and enhanced borrowing processes and procedures were actioned. We continued to employ a specialist technology coordinator who provided school-wide technology support. A three-year recommendation document was created to support future hardware purchases and processes.

As a result of the interruption that Covid-19 created many future directions for the ICT committee were placed on hold or delayed throughout the course of the year. | |

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

Evaluation	Funds Expended (Resources)
During 2020 Aboriginal education was implemented using a whole school approach and continues to be an integral part of school curriculum and culture. We are committed to improving outcomes for Aboriginal and Torres Strait Islander (ATSI) students, whilst developing understandings of Aboriginal culture and history for all.

An Aboriginal Education Strategy, supporting Aboriginal students in attendance, engagement and achievement of outcomes that match or better the outcomes of all students is an integral part of our school plan. The school's Aboriginal Education Team, worked collaboratively throughout the year to achieve several set targets and improvement measures.

In 2020 100% of students who identified as being Aboriginal were supported through the school's Personalised Learning Pathway (PLP) process. During Term 1 all parents and carers of ATSI students were invited to meet with class teachers to develop personal learning goals and areas for enrichment. These meetings took place during a successful PLP Planning Afternoon, which incorporated a meal and indigenous games.

Culturally significant events, including Reconciliation and NAIDOC Week were observed throughout the year. The absence of community attendance at school events due to COVID-19 restrictions necessitated a modified approach to these events. As a result, students and staff collaborated to create videos which were used to share with the community via Facebook enabling the extended school community to share in these important commemorative events. We continue to work closely with outside agencies and the Campbelltown Local Aboriginal Education Consultative Group (AECG) to implement Aboriginal Education programs, aimed at teaching about culture, raising the self-esteem of participants, and encouraging them to make positive choices about school, careers, and their future lifestyle. Unfortunately, enrichment initiatives such as the Opportunity Hub Program and Heartbeat excursion were cancelled due to COVID-19 restrictions, however are planned to recommence in 2021.

Aboriginal students were represented by four Junior AECG Representatives, who were elected by the student body. These students had an important leadership role, taking on responsibilities at Koori Club, as well as during special events and celebrations. They were also called upon to represent the wider student body with event planning and to help teachers with ideas and suggestions to support Aboriginal Education initiatives.

Our Koori Club Fun Room continued to be a valuable resource, despite our weekly Koori Club activities being impacted by the restrictions for much of the year. The school's Aboriginal Dance Group was similarly impacted as | |

Progress towards achieving improvement measures	
students were unable to participate in multiple stage groupings. Part of our Aboriginal Education Improvement Measure was impacted by the cancellation of NAPLAN, however school-based data indicated an overall increase in the percentage of Aboriginal students achieving and/or exceeding expected grade level benchmarks in Reading, Writing and Number when compared with the 2017 benchmark. Notable improvements included: - an increase from 58.8% to 82% of Year 3-6 students achieving benchmark in Reading, - an increase from 29.4% to 58% of Year 3-6 students achieving benchmark in Writing, - an increase from 58.8% to 71% of Year 3-6 students achieving benchmark in Number, and - an increase from 38% to 59% of K-2 students achieving benchmark in Writing.	

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

Evaluation	Funds Expended (Resources)
This year our preschool staff and Deputy Principal P-2 focused on developing a new Quality Improvement Plan for the preschool, developing goals and utilising the National Quality Framework to reflect on our practice and self-assess our performance in developing quality education and care. As a result of the school closures throughout Covid-19, the preschool team worked to develop local procedures for home learning and the limited return to site. This also impacted on the way our preschool program was delivered and educators collaborated on ways to deliver the preschool program in an online or at home setting. This year the Deputy Principal P-2 and preschool educators also worked to review and update a number of our local procedures and policies, with particular focus on the enrolment procedures. We also worked to review, refine and enhance our induction practices and developed a casual folder containing all key documents to support the continuation of high-quality programs when educators were not on site. Also, this year the preschool team had a focus on collaboration with our P-2 Initiatives Officer, with a focus on reviewing the National Quality Framework and professional readings to support improvement across identified areas of need. Regular meetings were scheduled with the P-2 Initiatives officer to review the professional learning materials and discuss the implications for our preschool setting. Educators also commenced implementing the ECERS-E (Early Childhood Environment Rating Scale) which is a self-assessment tool aimed at enhancing the early childhood learning environment.	

Next Steps

In 2021 the school will begin the implementation of a new school improvement plan following an extensive situational analysis utilising a range of data sources including 2020 improvement measures data. Quality teaching and learning will continue to be a major focus of this plan with the areas of reading, number and professional learning for staff remaining as areas of ongoing development. A range of initiatives will be developed with a focus on improving effective teaching in reading and numeracy, evidence informed teaching practice and collaborative staff practice.

Strategic Direction 2

Strong Community Partnerships

Purpose

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

Improvement Measures

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

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

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

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

Overall summary of progress

Community partnerships were impacted by the COVID-19 restrictions as community members were not able to enter school grounds or meet outside of the school for much of the year. The school's Community Consultation and Engagement strategy was impacted with parent/carer discussions with staff regarding student progress limited to planning meetings held during Term One and some targeted review meetings held via Zoom later in the year. Community consultation processes were also limited with surveys taking the place of planned consultation process such as the school's annual Community Consultation Evening.

Unfortunately, planned processes such as the Student Contribution and Community Education strategies were not able to be completed as a result of the government restrictions.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
During 2020 the implementation of end of year surveys completed by teachers and non-teaching staff, students, and parents/carers was a successful strategy to gain information about the school's initiatives, strengths and areas for development. The parent/carer survey was completed by 43 parents and carers, and provided the school with insights into the community's perceptions of areas such as home-school communication methods, school culture, and school initiatives and programs. During the year, parent discussions with staff regarding student progress was impacted by COVID-19 restrictions. While initiatives such as three-way interviews were not able to go ahead, Personalised Learning Pathways planning meetings for Aboriginal students, support class Individual Education Plan planning meetings, and some Out of Home Care and Integration Funding Support planning meetings were able to continue. Popular modes of communication between home and school included the school's Facebook page, fortnightly newsletter and Seesaw. While these initiatives supported ongoing communication between teachers and parents, they also played an important role in engaging both students and their parents during the home-learning period. The school's annual Community Consultation Evening was not able to take place due to COVID-19 restrictions, however the school plans to reintroduce this successful initiative in the future.	

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Student contribution was unable to take place throughout 2020 due to the ongoing COVID-19 restrictions. Students were unable to mingle between stage groups, and were unable to leave school grounds. Partnerships were maintained with external groups to enable to reintroduction of student contribution when restrictions ease in 2021.	

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

Evaluation	Funds Expended (Resources)
Unfortunately there was minimal progress towards this target in 2020 due to the ongoing government and departmental restrictions with community interactions due to COVID-19.	

Next Steps

In 2021 the school will begin the implementation of a new school improvement plan following an extensive situational analysis utilising a range of data sources including 2020 improvement measures data. Strong community partnerships will continued to be embedded across all areas within this plan. Quality engagement will be a major area of development within the plan with a focus on improving staff practice in learning dispositions, trauma informed practice, growth mindset, curriculum engagement, a high expectations culture, and ongoing improvement in behaviour management practices. Community partnerships will be a focus within the school's Attendance Partnerships, Systems and Processes initiative with parents and carers playing a role in initiatives to improve student attendance.

Strategic Direction 3

Enriched Opportunities

Purpose

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

Improvement Measures

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

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

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

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

Overall summary of progress

Student, staff and community enrichment opportunities were impacted by the COVID-19 restrictions this year, with a number of planned initiatives being unable to take place. Leadership opportunities for students continued to be implemented with some limitations, however some planned staff leadership opportunities could not take place due to the restrictions. The school's Personal Enrichment Strategy was severely impacted as opportunities for students to develop their passions, talents and skills such as sporting, creative and performance opportunities could not take place. The school was also unable to implement planned opportunities for community members to share their skills and talents with others due to limited contact with our wider school community.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The school's PDP process supported staff to develop leadership qualities, with a number of teachers, executive and non-teaching staff implementing goals to successfully support personal leadership development. There were 69 instances where staff members undertook roles and/or training opportunities to develop their leadership skills. 31 students benefited from leadership development opportunities during the year, however opportunities to develop the leadership skills of community members were impacted by COVID-19 restrictions as community members were not able to participate in school activities. SRC processes and student leadership roles were evaluated as part of whole school end of year evaluations, with a number of recommendations for 2021 being made. A major recommendation was the need to create additional roles for SRC members, school leaders and the school's house captains. This will be partly achieved by increasing the number of school sporting houses.	

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
This year the school continued to focus on providing additional opportunities for students to develop their passions, strengths and talents. Our personal enrichment committee reformed with an aim to provide additional enrichment opportunities, not only for students, but for staff and community members to utilise and further develop their own skills and talents. Due to COVID-19 restrictions opportunities for students, staff and the community were limited. As a result, students were unable to participate in the range of extra curricular opportunities organised and planned by the personal enrichment and creative arts committee. The school continued to have a strong focus on creative arts, with the committee maintaining a commitment to build and develop the skills of students in the classroom. Teachers developed rich and authentic learning experiences, identifying and developing student talent. The school continued to link with the Western Sydney University (UWS) to provide additional opportunities for our students, with Stage 3 students participating in the First Foot Forward program. This program commenced however it was heavily impacted due to COVID-19 restrictions. Students were unable to complete this program. Recommendations have been made for 2021.	

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

Evaluation	Funds Expended (Resources)
Our Student Wellbeing Strategy continued to be a key focus for the school this year, particularly due to the Covid-19 school closures. Student wellbeing had been affected in 2020 due to COVID-19 and the impact of home learning. Students had difficulty adjusting to returning to on-site learning. Wellbeing was a major focus of the school to support students in a changing environment. The chaplaincy program was analysed and improved over the course of the year, with new staff being hired to ensure the role was effective. Families received ongoing support through the food and toy hampers throughout the year. The Learning support team went through an evaluation process to ensure that new practices were effective and efficient. Students who required support, especially those who had difficulty getting back on track after home learning, were supported through the learning support team. Positive Behaviour for Learning (PBL) continued to be implemented school wide to support the welfare of all students and promote positive behaviour and school culture. The PBL team utilised a range of strategies to promote the school's core values, such as through announcements at weekly assemblies and targeted lessons aimed at teaching particular social and behavioural skills. Data was collated very 5 weeks and analysed to determine strengths, areas of concern and common trends. This data was then used to determine school focus areas and lesson focuses. Strategies such as PBL Reward Days were implemented once per term to promote positive behaviour and the school's commitment to the school-wide reward system continued to support this, even throughout home learning. The school's Anti-Bullying and Anti-Racism procedures were promoted to staff, students and parents through PBL lessons and at end of term assemblies, and data continues to show a low number of incidents of this nature.	

Next Steps

In 2021 the school will begin the implementation of a new school improvement plan following an extensive situational analysis utilising a range of data sources including 2020 improvement measures data. Enriched opportunities for staff, students and community members will continued to be embedded across all areas within this plan, however will no

longer be a major focus due to the evolving needs of the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO Support **Funding Sources:** • Aboriginal background loading ($65 688.00)	Aboriginal Background Funding was used to employ a School Learning Support Officer (SLSO) Aboriginal Education to work closely with teachers and students in classrooms to assist Aboriginal students to reach their potential through culturally relevant, quality teaching and learning programs. The SLSO Aboriginal Education supported students in the achievement of their Personalised Learning Pathway goals within the context of their regular lessons and in small group learning situations. The SLSO also supported teachers in the implementation of programs such as Koori Club and had a positive impact on student outcomes through promoting Aboriginal education throughout the school and community and supporting parents and families. Aboriginal student attendance was monitored, with target students receiving ongoing support to improve their attendance, including a weekly phone-home initiative implemented by the SLSO.
English language proficiency	FTE = 0.6 Additional flexible funding = $33 460 **Funding Sources:** • English language proficiency ($99 090.00)	EALD students were monitored using the EALD scales and progressions with learning interventions implemented at point of need. EALD students received explicit teaching in areas of English and Numeracy. This involved in class and small group support. The EALD teacher worked collaboratively with class teachers and the Learning Support Team to implement differentiated teaching programs resulting in students growth and attainment. The EALD teacher provided professional learning for staff in EALD teaching and assessment strategies.
Low level adjustment for disability	FTE = 1.3 Flexible funding = $60 507 **Funding Sources:** • Low level adjustment for disability ($202 706.00)	Review of L&S data and targeted students by L&S team/DPs. End of year student profiles data collection and NCCD processes completed, with 2019 IEPs placed on server, to support planning for 2020. Evaluation of whole school Personalised Learning and Support Program, including whole school data collection processes and impact of SLSO support. Collate and analyse end of year support data, supporting whole school data analysis processes. Week 10: Personalised Learning and Support information tabled at LST. The Learning and Support Team processes were further refined under the leadership of the Deputy Principal. Systems established allow for a detailed review of students referred to the Learning and Support Team with all key stakeholders involved in this process. Experts and information is sourced on an individual basis to ensure the identification, implementation and monitoring

Low level adjustment for disability	FTE = 1.3 Flexible funding = \$60 507 **Funding Sources:** • Low level adjustment for disability (\$202 706.00)	of strategies for each student. This has involved the implementation of counselor and school-based assessments, purchasing of resources, accessing of departmental support, development of behaviour support and personalised learning and support plans, provision of SLSO support in the classroom and/or playground and executive support. This has resulted in students receiving differentiated support at point of need, enhanced communication between stakeholders, the monitoring and adjustment of support strategies for students and improved learning, emotional and social outcomes for referred students. The Learning and Support Team also engaged in rigorous professional learning with the district wellbeing team in a range of areas including developing Personalised Learning and Support Plans (PLASPS), Behaviour Support Plans (BSPS) and Autism. This has enhanced their knowledge, skills and capacity to support both students and teachers
Socio-economic background	FTE = 0.4 Flexible funding = \$620740 **Funding Sources:** • Socio-economic background (\$664 493.00)	COVID-19 did impact on the introduction of this model in Semester One. The Instructional Leaders were pivotal in supporting the roll out of 'take home' learning packs, ensuring all students had access to learning experiences during the Learning at Home Phase. They also supported stage teams in collaborating to design English units that could be delivered remotely. Quality literature was purchased to support the delivery of English units. Text sets were purchased for all stages, enhancing engagement and learning opportunities. A number of online subscriptions were also purchased supporting student learning both remotely and when they returned to learning at school. These are embedded into learning programs, providing opportunities for differentiated learning. Review all processes within Strategic Direction 1 (including Professional Learning Model, Early Years Learning Strategy, ICT strategy) and Low Level Adjustment and EAL/D (Personalised Learning Model) and impact of Equity funding as part of this. Evaluations form part of whole school data collection processes. Review and evaluation of provision and allocation of student assistance funds. Review use of Teaching and Learning Funds for curriculum areas, Outdoor Learning funds and Wellbeing Initiative, with each committee completing an evaluation of action plans (including use of funds) in achieving goals and targets.
Support for beginning teachers	Teacher mentoring, release from face-to-face teaching and quality professional learning. **Funding Sources:** • Support for beginning teachers (\$22 267.00)	This year, two beginning teachers received funding and were supported through ongoing and regular support sessions with the instructional leader. The support model provided professional learning, in class observations and team teaching sessions as well as planning days where beginning teachers could collaborate with other teachers, enhancing teacher confidence and

Support for beginning teachers	Teacher mentoring, release from face-to-face teaching and quality professional learning. **Funding Sources:** • Support for beginning teachers ($22 267.00)	developing their skills. As a result, observations and evaluations reported increased quality teaching and learning programs for students.
Early Action for Success	Instructional Leader FTE - 0.8 **Funding Sources:** • Early action for success ($133 868.00)	The appointment of a high-quality Instructional Leader (Depuity Principal) continues to be a key feature of this initiative to provide hands-on instructional leadership across K-2. The main priority for the Instructional Leader was to strengthen the implementation of the curriculum across K-2, ensuring it aligned with current evidence-based research and pedagogies in Literacy and Numeracy. All staff (including Learning and Support staff and School Learning and Support Officers) across K-2 were provided with extensive, targeted professional learning, focused on implementing high quality, differentiated teaching and learning programs in Reading and Writing. This saw a large focus on the development of teachers' understanding of the fundamental skills required for reading, with a particular focus on phonological awareness, phonics and vocabulary. In line with current research, decodable readers were purchased to support the change in reading pedagogy and practice in K-2. The Stage 1 team also participated in the learning pathway provided by EafS with Dr Tessa Daffern (Assessment Informed Practices for Teaching Spelling in the Early Years), resulting in an increased focus on the teaching of spelling and the implementation of Interactive Writing. Learning Support was prioritised across K-2, particularly due to the challenges of school closures as a result of COVID-19. Specialised Learning and Support teachers were implemented across K-2, with a particular focus on developing students' phonological awareness, phonics and reading skills. This was supported in the classroom through the strategic use of School Learning Support Officers (SLSOs) to provide targeted support to small groups who required additional support to meet expected benchmarks in Literacy and Numeracy. Funds were also expended to purchase quality resources to support the implementation of Literacy and Numeracy teaching and learning programs.
Support for beginning teachers	Teacher mentoring, release from face-to-face teaching and quality professional learning.	

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	144	140	156	152
Girls	140	143	137	129

Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.9	88.7	88.6	74.7
1	89.2	93.4	87.5	80.8
2	91.4	91	91	75.8
3	91.8	91	87.4	82.8
4	90.9	91.9	86.9	81.7
5	92.8	91.8	88.9	76.2
6	89.6	92.8	90.2	80.6
All Years	90.6	91.5	88.6	78.9
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)	3
Classroom Teacher(s)	16.51
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	10.12

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	774,858
Revenue	5,314,433
Appropriation	5,263,498
Sale of Goods and Services	12,422
Grants and contributions	22,590
Investment income	923
Other revenue	15,000
Expenses	-5,370,332
Employee related	-4,903,150
Operating expenses	-467,181
Surplus / deficit for the year	-55,898
Closing Balance	718,959

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	83,652
Equity Total	1,031,977
Equity - Aboriginal	65,688
Equity - Socio-economic	664,493
Equity - Language	99,090
Equity - Disability	202,706
Base Total	3,353,877
Base - Per Capita	81,353
Base - Location	0
Base - Other	3,272,524
Other Total	546,920
Grand Total	5,016,426

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

During 2020, the school used surveys to seek the opinions of parents and carers about the school. Students and staff members were also surveyed to evaluate the school's success and make decisions about future improvements.

In Term 4 Claymore Public School surveyed its parent body to solicit information about how the school is recognised by the community and how effectively the school engages with the local community as part of its ongoing commitment to whole school improvement. 95% of parents who completed survey stated that they are either satisfied or highly satisfied with the school's performance, with 100% indicating that it is a positive and supportive place of learning. 100% of responders agreed that the school provides quality, well-rounded education that supports the development of the whole child. Areas that prompted the most positive comments were the school's response to COVID-19 and home-learning and the high level of staff care for students. 86% of parents indicated that the school is connected to its community and welcomes parental involvement. Facebook and Seesaw were listed as the most popular methods of communication.

Staff survey results were also generally positive, with 90% of staff feeling satisfied or highly satisfied with the school and listing a range of positive comments. 78% of staff members felt that a good team spirit exists among staff. 80% stated that collegiality and teamwork exist within the workplace, and 70% felt that the school supports staff well-being. 78% of staff agreed that the school's leadership team demonstrate visible leadership that is strategic, supportive, and professional.

Student survey comments indicated that students were overwhelmingly satisfied with their school indicating that they appreciated the teachers and the learning and sporting opportunities provided. 70% of students stated that they were satisfied or highly satisfied with their school. Comments regarding the school's staff and facilities were very positive. Students made repeated comments about feeling safe at school, with 77% of students agreeing that the school has useful strategies to prevent bullying. Areas for development noted by students were improvements to the playground, particularly an increase in trees and shade.

In the Semester Two Tell Them From Me Survey the school received mixed results, with some concerning drops in student scores. One of these was a drop to only 62% of students who feel they have a positive sense of belonging, compared with 81% NSW state norm, and a school score of 85% in 2020. Another was students who experience positive relationships, dropping to 73% in 2020 compared with 80% in 2020. Notable areas where the school continued to exceed state norms in this survey are: advocacy at school, expectations for success, students who are victims of bullying, and positive teacher-student relationships.

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.