

2020 Annual Report

Clairgate Public School



4527

Introduction

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

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

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School vision

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

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

Clairgate - Care, Excellence, Innovation, Opportunity

School context

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

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

Improvement Measures

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

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

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

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

Overall summary of progress

No NAPLAN results this year.

Assess Check results

27.8% of students in Years 3 & 5 achieved in the top two bands in Reading.

11.1% of students in Years 3 & 5 achieved in the top two bands in Maths.

PAT - Comprehension - Years 3-6 (in-school assessment)

74.4% of students in Years 3-6 are Reading/Comprehending at or above expected levels according to PAT-R stanines.

25.5% of students are below expected Reading level.

Mathematics Levels - K-6 (teacher assessment)

68.5% of students are working at or above expected levels. 31.5% of students are below expected level in Mathematics.

Writing Criteria Assessment (teacher judgement - NAPLAN criteria)

62.4% of students showed growth in Writing Criteria Assessment from February to June.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Regular programming was disrupted this year due to the impact of COVID 19. Alternative procedures were put in place according to DET guidelines. However, programs Term 3 and Term 4 showed compliance with school requirements and were differentiated according to student needs. Programs also reflected the expected greater emphasis on 'catch up' content after the lockdown.	<p>QTSS funds - AP/executive teachers supporting/mentoring all teachers/SLSOs, programming support.</p> <p>Literacy and Numeracy support - LST to all students of need K-6.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2000.00)• Integration funding support (\$28913.00)• Literacy and numeracy (\$55000.00)

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Although this year was disrupted, it was pleasing to note that Year 3-6 teachers were all planning and implementing reading comprehension lessons based on the Super 6 strategies. During the on line learning time the school magazine allowed digital access and teachers used this valuable resource to provide stories, articles and poetry texts for modeled reading. This use will continue into 2021 with teachers being granted digital licences to access the website. Teachers have reported back that this resource has really engaged students in reading and they have found it a great asset to planning comprehension lessons. Teachers are also using the Year 3 and Year 5 Check In Assessment to unpack reading comprehension questions using the Super 6 strategies.	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$3000.00)

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

Evaluation	Funds Expended (Resources)
This year we were off to a great start and had planned regular professional learning in mathematics under the guidance of our Literacy and Numeracy consultant Megan Tolsher. Unfortunately restrictions on outside providers accessing our school site halted our plans. We did, however, follow through with our plans to alter our current scope and sequence and programming format in mathematics in lines with NESA guidelines. This was successful and teachers are now all using the NESA friendly program which was updated to include outcomes, descriptors and content in all grades in all strands of maths from K-6. This format also included a space for teachers to annotate and register each lesson. It is now planned to reconnect with Megan Tolsher early in 2021 and continue professional learning in unpacking the maths syllabus, language and problem solving. Teachers are using items from Year 3 and Year 5 check in regularly in class as lessons in how to read and answer maths questions in all strands.	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$1000.00)

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

Evaluation	Funds Expended (Resources)
NAPLAN 2020 was cancelled so we were unable to analyse this particular data this year. However, we did participate in the next best thing, which was Check In Assessment. In fact, we preferred Check In Assessment to NAPLAN as it was easier to administer and the data came back within 2 working days. Amazing! As a result of this data we were able to analyse areas for development in both reading and numeracy. We were able to group students for additional support. We also presented an overview of Check In Assessment to all teachers K-6 so the school could see where the gaps were in reading comprehension and in working with word problems in mathematics. All Year 3-6 teachers also used the items from the assessment as focused teaching in reading and maths. Teams discussed the items together and formulated plans to use the teaching strategies matching these items. We then returned and reviewed the strategies together and made recommendations as to which strategies worked well with our students. Check in Assessment has proved to be an invaluable assessment tool for future planning.	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$2000.00)

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

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Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Learning intentions are now added to most literacy and numeracy programs. They have become a regular inclusion in all teacher programming and are now quite explicit and well thought out. Before each lesson teachers share with their students the purpose of the lesson and explain to students why they are learning about the content or skills involved. Also the use of success criteria has been much more focused and achievable this year. Differentiation is evident within the criteria so all students have the opportunity to achieve. It is planned in 2021 to continue to expand on learning intentions and to 'feed forward' and encourage students to meet achievable goals based on their knowledge of their progress (with guidance).	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2000.00)

Next Steps

In reflecting on whole school culture, we looked inwardly at engagement and expectations around student success. The school concluded that the focus area must be on aspirational expectations of learning progress and achievement of all students. Effective learning where students are motivated to deliver their best and continually improve will be scaffolded by quality and engaging teacher practice.

A process supported by high expectations of all stakeholders: students, teachers and parents needs to be encouraged through the implementation of professional learning built around student improvement and opportunities for students to receive authentic feedback on their learning in a timely manner to scaffold their future learning.

To increase the number of students in the top two NAPLAN bands, a more focused approach of challenging students through increasingly complex tasks is required. Differentiation is evident in programs, however, further focus on asking challenging questions that require deep thinking and problem solving could increase engagement and achievement for higher achieving students.

Identified areas to work on for 2021-24

- *Reading - strategies to develop comprehension and deep understanding;*
- *Mathematics - number, place value, problem solving, language of maths;*
- *Writing - modelled and specifically scaffolded strategies - sentence structure, grammar, vocabulary;*
- *Programs to support Gifted and High Potential students - high expectations in everything;*

Strategic Direction 2

Teaching

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Lessons recommenced and were completed at the end of the term.	Hall available all day each Tuesday. Projector/AV equipment in the hall. Teacher supervision. Scope IT bring their own technology. \$9000 - P&C

Process 2: Technology Scope and Sequence developed;

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

Evaluation	Funds Expended (Resources)
Technology scope and sequence to be delivered in RFF sessions in 2021.	Funding Sources: • Professional learning (\$2000.00)

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

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

Evaluation	Funds Expended (Resources)
Staff requested further training in the use of GSuite. Professional development 'Introduction to GSuite' planned for SDD 2021.	Funding Sources: • Professional learning (\$2000.00)

Process 4: Teachers trained in video processes;

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

Evaluation	Funds Expended (Resources)
Due to COVID restrictions and a necessary refocusing of staff development on other technologies to implement learning from home, this milestone has	

Progress towards achieving improvement measures

been placed on hold.

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

Evaluation	Funds Expended (Resources)
All 3-4 classes - 12 or more laptops All 5-6 classes - 15 or more laptops Every class teacher has a laptop. All K-2 classes - 6-8 ipads Wingarua - Ipads and Laptops deployed. Each class incorporating use of laptops/ipads into teaching / learning program. With the move to online learning brought about by COVID-19 restrictions laptops have been distributed to families to support learning from home as required - as they return to school they will require wiping, reformatting and rebuilding Additional subscription purchased to support online learning through Seesaw.	\$30,000.00 Technology

Strategic Direction 3

Leading

Purpose

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

Improvement Measures

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

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

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

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

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

Overall summary of progress

Clairgate is very pleased with our historical and current work in the area of Well-being.

The last three years as a Kindness On Purpose school and our school's well-known study into sensory needs and tools and inclusive classrooms, by our expert staff, have been celebrated and we feel that these had a positive impact.

Our dedication to inclusivity as well as the addition of Wingaru, our support unit, has also meant that we have a very positive feeling of well-being.

Progress towards achieving improvement measures

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

Explicit teaching of KOP strategies, values, lessons.

Parent sessions developed and run on Kindness on Purpose strategies.

Evaluation	Funds Expended (Resources)
Kindness on Purpose continued to be a valuable whole school wellbeing approach. The ideals and strategies that have become embedded into Clairgate's proactive wellbeing system were furthered by continued training and development from Mrs Katrina Cavanough, the founder of Kindness On Purpose a, at twilight staff sessions. Her invaluable support was continued, both remotely and in person on site, to support the school community in the challenging year that was 2020.	\$6000 Kindness on Purpose DP for all well-being attendance across the school Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$120000.00)

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

Evaluation	Funds Expended (Resources)
Ongoing classes visiting Wingaru using the Team Up System. Completed successfully, with COVID restrictions in mind. Establishment of social networks with the children's peer groups. Reverse integration was delayed due, also, to COVID restrictions.	

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The continuation of Learning Intentions and Success Criteria in programming and classrooms, with a focus on English/Reading and comprehension and Mathematics occurred. This was particularly prominent during Learning at Home and helped to act as a guide for parents helping their children during 2020. Children are becoming more reflective in giving their own feedback in learning.	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$2000.00)

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

Evaluation	Funds Expended (Resources)
Positive Partnerships and Helping Hands programs continued. Sensory tools were given to all teachers to be utilised by students when necessary. Timer breaks, first/next strategies and sensory station were used as appropriate. Clairgate's amazing SLSOs also designed sensory activities that were utilised in Learning From Home.	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$4000.00)

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

Evaluation	Funds Expended (Resources)
<p>Tell Them From me Surveys completed with students. 87% of students report well-being at school. Specific results:</p> <p>Advocacy at school - 84%</p> <p>Expectations for Success - 93%</p> <p>Sense of Belonging - 81%</p>	<p>Casual days for TTFM - \$2000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$2000.00)

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

Evaluation	Funds Expended (Resources)
<p>During 2020 at Clairgate Public School we were excited to have the valuable knowledge and skills of Mrs Cassandra Lindsay from Penrith Lakes Education Centre. It was with the Kitchen Garden Program we were able to establish a very hearty vegetable garden where students from stage 1 and 2 had the opportunity to set up, plant, maintain, harvest, cook and consume food they grew themselves.</p> <p>The students learned how to be safe gardeners and cooks by establishing the importance of safety in both the garden and kitchen areas. Students learned about the vital process of pollination and the importance of having flowering plants around to encourage pollinators into our gardens such as bees, butterflies etc. Students learned about composting and how much we decrease going into landfill by using the final product of scrap foods from composting as a natural and organic food for the soil and plants. Students delved into fun cooking lessons and enjoyed the meals they harvested, prepared and cooked for consumption. Even the students who wouldn't normally eat green leafy vegetables or carrots enjoyed the experience of eating fresh produce they grew. it was very rewarding to watch how students started to use the literacy based on gardening, pollinating, composting and</p>	<p>\$12000 Grant</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$18000.00)

Progress towards achieving improvement measures

cooking. This, in turn, also encouraged students to be more experimental with fresh produce and cooking, whilst at the same time encouraging healthy eating habits at school and at home. A very positive outcome indeed.

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

Evaluation	Funds Expended (Resources)
Successful return by most after Learning from Home. The implementation of Connectors and Comforters program by school leaders to warmly welcome children back and support children when needed helped enormously as did the constant communication and warm welcoming back to onsite learning. Attendance was closely monitored and praised with one student awarded 100% trophy for 7 years attendance with a special trophy.	Certificates Medallion Trophy

Next Steps

Clairgate needs to continue looking at:

- the well-being around the child and the developing of these kindness on purpose principles,
- the ability to be resilient and to find the joys of life
- the ability to bounce back with Bounce Back program
- the TTFM surveys
- looking at Zones of Regulation and how children are responsible for their own behaviour.

We will continue the Kitchen Garden in some format - it has been a very successful program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Cassandra - Kitchen Garden teacher to work with students</p> <p>Parents to support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$20 643.00) 	<p>Sistaspeak reintroduced - but we only managed to have 2 sessions due to Corona virus issues. We will look at this for 2021.</p> <p>Rainbow lorikeet artwork was completed - three poles were painted with beautiful lorikeets - 1 pole was sent to St Clair HS, one pole was sent to EPHS and we kept one pole for our own display. We have not yet decided where to display this Aboriginal Art work.</p> <p>PLPs for every Aboriginal student. All Aboriginal students supported in Literacy and Numeracy.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$37 031.00) 	Mrs Grady worked with all EALD students - in particular first phase students. Online work allocated and support offered to all EALD students.
Low level adjustment for disability	<p>LST 1.0 staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$54 431.00) 	All students with extra needs were supported by either an SLSO, a parent volunteer or one of the LST teachers. Appropriate programs were planned by the class teacher or LST. LST teacher supported students of need.
Quality Teaching, Successful Students (QTSS)	<p>QTSS - 0.8</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$84 116.00) 	APs off class one day per week - programs organised for every class. Wellbeing issues sorted during this time by all APs. APs were able to use this time for supervision, programming, planning and well-being sessions.
Socio-economic background	<p>SBAR - socio-economic background</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$78 616.00) 	<p>DP off class - well-being sessions organised across the school - very successful having DP off class to deal with all well-being issues on a daily basis. Zones of regulation discussed with 40? students of need who exhibited anxiety/anger/etc.</p> <p>Music classes were very successful when we were able to resume.</p> <p>The Kitchen Garden Program was also very successful - children not only learnt gardening and cooking techniques, they also were able to use these sessions as a springboard for writing and numeracy sessions.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$18 000.00) 	Successful mentoring sessions for 2 beginning teachers.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	223	222	225	223
Girls	184	194	203	220

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	91.6	94.3	92
1	92.4	92.3	92.1	89.7
2	93.5	92.8	92.4	92.5
3	94	93.1	92.2	91
4	92.6	93.7	93	87.6
5	93.7	92.6	89.6	90.4
6	93.1	94	90.3	91.1
All Years	93.6	92.9	92	90.6
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
Assistant Principal(s)	5
Classroom Teacher(s)	17.48
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	6.42

*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	381,533
Revenue	4,504,625
Appropriation	4,384,407
Sale of Goods and Services	94,323
Grants and contributions	24,674
Investment income	1,021
Other revenue	200
Expenses	-4,569,178
Employee related	-4,110,877
Operating expenses	-458,300
Surplus / deficit for the year	-64,552
Closing Balance	316,980

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	29,621
Equity Total	420,104
Equity - Aboriginal	20,643
Equity - Socio-economic	198,616
Equity - Language	37,031
Equity - Disability	163,815
Base Total	3,612,977
Base - Per Capita	106,866
Base - Location	0
Base - Other	3,506,111
Other Total	230,271
Grand Total	4,292,973

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

Parent Caregiver Satisfaction - Parent comments about the 2020 school year.

General feedback from our parents and community members show extreme satisfaction with our 2020 "journey". Some comments showed we have a few areas to work on, however the vast majority of comments received were positive.

General gist of the positives:

"I think Clairgate did an amazing job keeping our kids and community safe through COVID"

"Thank you to the teachers for all your extra work with online learning"

"Thank you Clairgate - everyone went above and beyond - not only academically, but also for the well-being of the children and their families"

...and my personal favourite...

"After one and a half hours of teaching my children at home I was ready to suspend them - don't know how teachers do it"

General gist of the negatives - and areas to work on:

"We need to continue teaching good manners at school - a simple please and thank you are so easy and appreciated"

"Was disappointed that we could not come to major assemblies when other schools were letting parents on site"

Student Satisfaction

In 2020 the students at Clairgate participated in the "Tell Them From Me" surveys. 86.7% of students reported positive well-being at school. The 3 areas surveyed were as follows:

Advocacy at School - students feeling supported academically and with their well-being. 84% said they were well-supported;

Expectations for Success - 93% of students said they had high expectations for success;

Sense of Belonging - 81% of students felt a sense of belonging at Clairgate.

Teacher Satisfaction

Although teachers found many aspects of 2020 challenging, they mostly believed they had performed very well throughout the year. This was especially evident during the online "learning at home" period. They stated that it was a steep learning curve during this time, but they felt they rose to the challenge of online learning very well.

Some highlights of the year according to the staff:

- The online Art Exhibition was excellent;
- Our amazing Book Parade - still remember those outstanding book characters;
- The wonderful growth in resilience and independence in our students;
- Year 6 Graduation and Farewell - different but wonderful!
- The great Music Program run by Ms Azzopardi - AWESOME!
- The huge improvement in skills relating to technology and delivery of content online by staff;
- The Kitchen Garden Program;
- Fantastic support from parents and the community - we felt so supported - thank you!

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.