2021 Annual Report

Clergate Public School

2668

Introduction

The Annual Report for 2021 is provided to the community of Clergate Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

At Clergate Public School we believe in 'Our Best Always'. Our school community is committed to creating a learning culture based on high expectations, providing quality educational opportunities and is dedicated to striving for school improvement.

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

School context

Clergate Public School is situated on the northern outskirts of Orange in a quiet rural setting. It has a current enrolment of 86. Our enrolment includes a population of 6% students that identify as Aboriginal. The school is strongly partnered with a supportive and active parent and community group that fosters a culture of high expectations for all students.

The school is led by highly dedicated staff, committed to providing a student focused, nurturing educational environment. Students access excellent resources and are supported by quality personalised educational programs designed in partnership with parents and carers.

Through our situational analysis we have identified the need for a continued commitment to embed quality teaching practices in literacy and numeracy. Implementing high impact teaching strategies and collaboration with colleagues will provide opportunities to improve teacher practice and ensure students achieve expected growth in their learning. The school will focus on this by developing feedback strategies in order for all staff to deeply reflect on teaching and learning.

Professional learning in effective data literacy to inform teaching will be a focus in the next school planning phase. The school will refine processes to systematically collect and review quality data. A deeper analysis and understanding of assessment tools and recording class data will provide opportunities to continually improve reflective teacher practice and enable students to achieve expected growth. Alongside data literacy, staff will continue to engage in Quality Teaching Rounds and professional learning focused on the literacy, numeracy and wellbeing needs of students.

Wellbeing remains a priority for students, staff and all families. There will be a strong focus on empowering the whole school community with knowledge, understanding and use of effective practices to support wellbeing. Student voice reports a positive sense of self-belonging. Ongoing targets include developing resilience strategies and ensuring every child is known, valued and cared for.

Attendance whilst positive will remain a priority given the notable link between attendance and achievement in learning. The school will work in partnership with parents and carers to increase the number of students attending greater than 90%

The school maintains a culture, which focuses on continuous improvement and personal best for staff and students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes through the development and delivery of consistent high-quality collaborative, reflective teaching and feedback practices. The collection of quality, valid and reliable data will provide differentiated teaching for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use for explicit teaching
- Embedding Assessment and Feedback practices

Resources allocated to this strategic direction

Socio-economic background: $28,922.00
Low level adjustment for disability: $33,823.00
Aboriginal background: $509.00
Literacy and numeracy: $10,515.00
Professional learning: $2,400.00
Location: $1,800.00

Summary of progress

Our focus for 2021 was selecting researched-based programs with rich assessment capabilities for reading, writing and spelling in Years K-2 - InitiaLit and Spelling Years 3-6 - Spelling Mastery and Years 2-6 - Maths Online. The evidence-based programs were utilised by teachers to enhance their own explicit teaching practices and improve their capacity to collect, analyse and interpret data. There was a strong focus on utilising the data to identify points of need for individual students and differentiate group learning that influenced change for students. This shift showed student growth in literacy and numeracy. Teaching staff utilised existing Progressive Achievement Tests (PAT), class assessments and check-in assessments to triangulate the data providing accurate information about each student's progress. Strong data collection formed the basis of each child's Personalised Learning Plan goals in literacy and numeracy. These goals were shared and negotiated at meetings with parents on two occasions during the year.

Professional learning took place with expert facilitators in InitiaLit at the commencement of 2021. K-6 students were assessed at the commencement of the programs enabling staff to strategically group children to work at their level of need. Staff regularly met and exchanged professional dialogue about the resources, assessments, and impact of the programs newly implemented. Student gaps were regularly identified and children were referred to the Learning and Support Team for intensive support using additional LaST time funded from the whole school budget. Teachers used data to plan and program for teaching and learning and support students with goal setting. Outcomes were cumulatively tracked and stored in digital form across the various platforms. The progress was shared with students and parents at reporting and meeting points throughout the year. Students both outside and within the top two bands demonstrated growth in reading and numeracy.

In Term 3, staff were extremely adaptable by either conducting lessons for InitiaLit and Spelling Mastery live via Zoom or filming and streaming lesson content to students. The cumulative assessments and assessment tools were utilised on the student's return to the classroom. Staff identified skill gaps and proceeded to address these by providing intervention to individuals.

All staff indicated through internal school survey data that the programs purchased improved and enriched their explicit teaching practices including delivering quality lesson instruction. They reported that the frequent use of structured assessment tools assisted decision-making around differentiation and targeted instruction to provide individuals with goal-setting focus areas. The resources enhanced feedback processes. The school assessment schedule was refined throughout the year to reduce unnecessary assessment and new assessment tools were embedded for the future.

As a component of Visible Learning, teaching staff also participated in professional learning around Developing Assessments using SOLO Taxonomy which focused on creating rich Learning Intentions and Success Criteria for programming across all Key Learning Areas. This provided teachers with explicit teaching practices involving teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback as a part of this teacher learning.

A Speech Pathologist was employed to assess and provide baseline data and direction for intervention for targeted students across all classes on a weekly basis. The intervention occurred throughout the year. During the COVID - 19 remote learning speech pathologist staff conducted Zoom meetings with the targeted students so that learning was continuous. Specialised speech and language programs were set up by the speech pathologist and also implemented in class by the SLSO. At the end of the year, students were again assessed for progress resulting in growth in targeted areas.

Next year staff will continue to strengthen their teaching practices in a second year of embedding the programs and collecting necessary data using the quality tools available to ensure the validity of data. There will be a strong focus on establishing a school-wide process for providing feedback to students and colleagues using data collection practices. Earlier identification will be a focus now that staff are more adept in utilising the programs and assessment tools to further enhance literacy growth for all students.

2021 saw a focus on enhancing the use of data skills and explicit teaching practices in literacy. In 2022 the staff survey and whole school data has indicated a need for numeracy to be a focus area for professional development across all years. The school has been selected as an Accelerated Adopter School to implement the new K-2 Curriculum. Our focus will be on Mathematics K-2. The focus on feedback will continue as will our work with embedding InitiaLit and Spelling Mastery programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of Year 3 and 5 students achieving in the top two bands of NAPLAN to be above the system-negotiated target baseline of 38.5% in reading.	• NAPLAN scores indicate an increase in the percentage from the baseline target of 38.5% of students in the top two skill bands for reading.
Increase the percentage of Year 3 and 5 students achieving in the top two bands of NAPLAN to be above the system-negotiated target baseline of 28.8% in numeracy.	• NAPLAN scores indicate an increase from the baseline target of 28.8% in the percentage of students in the top two bands for numeracy.
Improve the percentage of students achieving expected growth in NAPLAN reading above the baseline.	• NAPLAN scores indicate an increase in the percentage of students achieving expected growth in reading above the target baseline.
Improve the percentage of students achieving expected growth in NAPLAN numeracy above the baseline.	• NAPLAN scores indicate an increase in the percentage of students achieving expected growth in numeracy above the target baseline.

Strategic Direction 2: Empowered and Successful

Purpose

To enable successful and continuous school improvement that is driven by collaboration and evidenced wellbeing practices so the school community connects, succeeds and thrives.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration
- Wellbeing for success

Resources allocated to this strategic direction

School support allocation (principal support): $2,320.00
QTSS release: $15,136.00
Professional learning: $6,000.00

Summary of progress

In 2021 our aim was to empower staff, students and parents with knowledge, skills, resources and wellbeing tools to help them succeed and thrive in areas of need.

At Clergate Public School, the staff fosters trust and a supportive teaching environment. This enables collaboration to be a focus for improving teaching practice. Several staff members had the capacity to deliver professional learning on target areas of school based needs. A staff member working in the Instructional Leader role delivered professional learning around the research behind explicit teaching of vocabulary. This was an area of student need identified through the system and school based assessment. The Instructional Leader then worked collaboratively with each teacher to model activities and set up class structures to enhance the teaching of vocabulary across the school.

Another member of staff previously trained in the Quality Teaching pedagogy delivered professional learning to staff to refresh the training previously completed in readiness to take part in rounds. This initiative was unable to be actioned due to lack of casuals and restrictions on staff collaboration. The staff were able to code video lessons to maintain their skills in this area. Staff have indicated that this collaboration and professional dialogue round the model is valuable and enhances their teaching practice. This will continue to be a focus in 2022.

One of the main focus areas for staff was the Visible Learning component of Creating Assessments using SOLO Taxonomy. Staff completed this learning in collaboration with other small schools in an online format. The learning provided staff with the tools and knowledge to write learning intentions and success criteria using a set structure so that clear targeted and differentiated feedback could be provided to the students. The feedback would then guide them to their next points of learning. Teachers found this an effective way to write Learning Intentons and Success Criteria, however teachers of younger students found visuals more relevant.

Wellbeing for students, staff and families has been a strong focus at Clergate. In 2021, the staff were again committed to providing deep care and carefully chosen programs that support children to 'Connect, Succeed and Thrive' and provided stability in a time of uncertainty.

The Resilience Project was an in initiative started in 2021 with other schools across the local network. It was implemented across all classes and shared with the community. The program was launched early in the year. It engaged staff, students and parents in information start-up sessions. Teachers across K-6 presented lessons using the online resource hub and student workbooks with the common principles of Gratitude, Empathy and Mindfulness. Staff were provided with The Resilience Project personal reflection journals to track and support their own wellbeing. At meetings each week, time was set aside to talk specifically about student wellbeing and issues that were arising. Every staff member including SAMs and SLSO's were involved in actioning plans to support students and families in need.

During home learning staff connected with students on a regular basis, where possible. This occurred though phone calls, lesson videos, audio recordings and Zoom meetings. Every Zoom meeting facilitated a check in. Many calls to parents or grandparents provided advice and support to helping their child and was often a wellbeing chat encouraging and reassuring them. Student engagement in home learning was generally high. Staff supported a very strong transition back to school and attendance was high at this time. However attendance fluctuated due to community outbreaks during Term 4. To support students transition back to school 'Wellbeing Days' were held and the activities guided by student voice. The Tell Them From Me survey indicated that 88% of children in years 4-6 had a 'Sense of Belonging'. There was

a high 'Sense of Advocacy' at 8.1 (10) compared the state of 7.7 (10). The 'Expectations for Success' were down 8.4 (10) compared to the state 8.7 (10). This may have been due to being away from the classroom for an extended period of time.

Next steps: In 2022 the collaboration focus will continue with Quality Teaching Rounds. Included will be a focus on editing and secretarial skills for writing across the school. This focus will be around punctuation and grammar to be led by the Instructional Leader. Parent workshops in literacy, numeracy and wellbeing will be introduced to empower parents and work in partnership to support student learning. In wellbeing, the school will be continuing to embed The Resilience Project. Following student comments in the Tell Them From Me surveys the SRC and Leadership groups will be directing additional events and special days to enhance wellbeing across the school. There will be an introduction of an Aboriginal dance, sport and cultural program to connect Aboriginal students to school and enhance all students' connection to Aboriginal culture.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improve the percentage of students attending school above the baseline system-negotiated targets.	• 83.7% of students at Clergate Public School attended school more than 90% of the time in 2021.
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be above the system-negotiated baseline target.	• According to the Tell Them From Me Survey 88% of children in years 4-6 had a 'Sense of Belonging'. There was a high 'Sense of Advocacy' at 8.1 (10) compared to the state of 7.7 (10). The 'Expectations for Success' were down 8.4 (10) compared to the state 8.7 (10). This may have been due to being away from the classroom for an extended period of time.
Self-assessment of the School Excellence Framework at moving towards sustaining and growing in the: **Element:** Effective Classroom Practice - **Theme**: Explicit Teaching A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.	• Staff participated in professional learning using SOLO (Structure of Observed Learning Outcomes) Taxonomy to design Learning Intentions and Success Criteria and how to use the SOLO Taxonomy to ask a range of deep and surface level questions. This learning has enriched explicit teaching and feedback practices for staff and will be ongoing in 2022.

Funding sources	Impact achieved this year
Integration funding support $91,195.00	Integration funding support (IFS) allocations support eligible students at Clergate Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Two additional staff members to assist students with additional learning needs **The allocation of this funding has resulted in:** The students showed growth towards their personalised learning plans, although this growth was impacted by students being away from school due to Learning From Home and COVID illness. **After evaluation, the next steps to support our students with this funding will be:** Integration Funding Support will continue to be utilised to employ Student Learning and Support Officers to support students to achieve goals in literacy, numeracy, and wellbeing.
Socio-economic background $28,922.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Clergate Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding Assessment and Feedback practices **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement Centre For Effective Reading and Multilit to support identified students with additional needs **The allocation of this funding has resulted in:** - Teachers developed Personal Learning Plans in collaboration with parents, students and the Learning and Support Teacher. These plans included personalised goals. -The Support Teacher Learning Assistance has worked closely with class teachers and the Learning and Support Teacher to implement the school's learning and support programs. Working closely with identified students to support their learning and wellbeing needs. - Staff were well supported by the SLSO staff to assist with implementing wellbeing measures for identified students **After evaluation, the next steps to support our students with this funding will be:** - Continual SLSO support in 2022 will provide individualised and targeted learning to students to address gaps by implementing intervention programs in literacy and numeracy. They will also work closely with teachers to assist students with wellbeing measures identified in Personal Learning Plans.
Aboriginal background $2,972.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Clergate Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

Aboriginal background $2,972.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding Assessment and Feedback practices • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • combined funding to allow the employment of specialist additional staff (LaST) to support Aboriginal students • Implement experiential programs for Aboriginal students to build their vocabulary in Standardised English and proficiency in literacy and numeracy. Enhance wellbeing through excursions and culturally appropriate reading resources **The allocation of this funding has resulted in:** Students that have been referred and where interventions have occurred have enhanced learning outcomes in literacy and numeracy. Students were supported to participate in extracurricular activities allowing achievement in identified areas. **After evaluation, the next steps to support our students with this funding will be:** Students will continue to be supported by the Learning and Support Team, including SLSOs to achieve the goals set out in their PLPs in literacy numeracy and wellbeing. A focus on creating opportunities for students to take part in extra curricula activities such as cultural dance, games and art will be expanded.
Low level adjustment for disability $33,823.00	Low level adjustment for disability equity loading provides support for students at Clergate Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding Assessment and Feedback practices **Overview of activities partially or fully funded with this equity loading include:** • Engaging a Learning and Support Teacher to work with individual students and in a case management role within the classroom/whole school setting • Targeted students are provided with an evidence-based intervention MiniLit or MulitLit in reading and Mathematics interventions in numeracy to increase learning outcomes • Employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students **The allocation of this funding has resulted in:** Students that have been referred and where interventions have occurred have enhanced learning outcomes in literacy, numeracy, speech, and language. Specialised programs have been adopted in partnership with the school and home. The information gained from assessments has been shared with the families. **After evaluation, the next steps to support our students with this funding will be:** Students will continue to be referred to the Learning and Support team for intervention programs such as the Centre For Effective Reading and MultiLit programs. The partnership between the NSW Allied Health Speech Pathology will continue as students are referred and re-assessed if already accessing support.
Location	The location funding allocation is provided to Clergate Public School to address school needs associated with remoteness and/or isolation.

$1,800.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding Assessment and Feedback practices **Overview of activities partially or fully funded with this operational funding include:** • release time for teachers so as to develop capacity to use the SOLO* taxonomy to design learning intentions and success criteria and how to use the SOLO taxonomy to ask a range of deep and surface level questions **The allocation of this funding has resulted in:** Enhanced explicit teaching and feedback practices for all staff. Students are aware of lesson and assessment expectations. Student feedback is transparent and demonstrated through Learning Intentions and Success Criteria and marking rubrics, particularly in Years 3-6. **After evaluation, the next steps to support our students with this funding will be:** Staff will continue to refine and embed the skills and knowledge from professional learning to create effective teaching and learning programs.
Literacy and numeracy $10,515.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Clergate Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedding Assessment and Feedback practices **Overview of activities partially or fully funded with this initiative funding include:** • combined funding sources to allow the employment of specialist additional staff (LaST) to support all targeted students with additional needs **The allocation of this funding has resulted in:** Students that have been referred and where interventions have occurred have enhanced learning outcomes in literacy and numeracy. **After evaluation, the next steps to support our students with this funding will be:** These funding sources will be combined to engage an SLSO in the coming year to continue programs initiated by the Learning and Support Teacher.
QTSS release $15,136.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clergate Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • Combined funding with School support allocation (principal support) to secure an instructional leader to work on enhancing vocabulary across K-6 classes, student results would improve. • Instructional Leader to provide ongoing professional learning for teachers to embed quality teaching of Vocabulary techniques with staff and students. **The allocation of this funding has resulted in:** Staff are actively looking for ways to improve the use and understanding of rich vocabulary in their lessons as a result of professional learning delivered by the Instructional Leader. Students are more aware of the vocabulary they are using and seeking

QTSS release $15,136.00	assistance to use rich vocabulary to improve writing. They are also more aware of the importance of understanding the vocabulary and pausing when reading. The results indicated a positive shift in data in this area in check in assessment for Year 6 especially. **After evaluation, the next steps to support our students with this funding will be:** The activities that were developed and staff professional learning will continue to be used throughout the following year to further embed quality teaching practice to deliver growth in vocabulary. In 2022 QTSS funding will be utilised to engage an instructional leader to provide staff with professional learning, targeted student support, and resources for teachers to enhance student outcomes and growth in punctuation and grammar across the school.
COVID ILSP $58,019.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of class teacher to deliver small group tuition - 1/2hr lessons intensive program across five days per fortnight. **The allocation of this funding has resulted in:** School data shows positive trends for students in the program. The growth for some individual students was limited due to the ongoing impacts of Covid and the need to isolate. **After evaluation, the next steps to support our students with this funding will be:** The data gathered and student groupings for intervention from the previous year will be used to further support targeted students and their growth in literacy and numeracy. Funding will be shared between engaging a learning and support teacher to coordinate the COVID-19 Intensive Learning and Support Program and two SLSOs to continue initiatives and programs put in place across K-6.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	43	47	42	45
Girls	49	43	36	39

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.2	92.3	97.6	95.6
1	95.4	94.6	95.1	95.5
2	94.4	95.1	96.7	91
3	91.2	96.8	96.8	95.4
4	97	95	96.7	94.7
5	89.8	95.4	95.7	91.8
6	91.1	94.8	95.7	95.7
All Years	92.9	94.8	96.4	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.54

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	136,741
Revenue	1,118,567
Appropriation	1,090,781
Sale of Goods and Services	2,320
Grants and contributions	25,406
Investment income	60
Expenses	-1,162,420
Employee related	-1,039,599
Operating expenses	-122,821
Surplus / deficit for the year	-43,853
Closing Balance	92,888

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	91,195
Equity Total	65,207
Equity - Aboriginal	2,463
Equity - Socio-economic	28,922
Equity - Language	0
Equity - Disability	33,822
Base Total	824,243
Base - Per Capita	19,228
Base - Location	1,458
Base - Other	803,557
Other Total	38,092
Grand Total	1,018,737

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.

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.

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

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

Partners in Learning Parent Survey - Parent Responses

Areas that were mostly 8 or greater on the scale were:
- Parents feel welcome (8.8)
- Parents are informed (8.4)
- Parents support learning at home (5.2)
- The school supports learning (8.2)
- The School supports positive behaviour (8.6)
- Safety at school (8.4)
- Inclusive school (8.1)

In other areas on the survey parents reported :
- 100% of parents talked with a teacher two or three times or more than three times regarding their child's learning or behaviour.
- 100% strongly agreed or agreed the school is well maintained.
- 90% of parents indicated that formal interviews were one of the most useful forms of communication when discussing their child with the school.

In addition, open-ended responses were obtained to the following questions and this gave us valuable feedback and as well as suggestions and ideas for improvements moving forawrd into 2022; List some things you like about our school and give two suggestions that would make it even better. What does Clergate Public School do well to support student and family mental health? What could strengthen wellbeing across our school?

Primary Students Survey - Student Responses

Students from Years 4, 5 and 6 completed the Tell Them From Me survey. The Tell Them From Me Primary School Survey includes measures of student engagement. Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Clergate Public School are:
- 100% indicated a value of schooling outcomes
- 88% of students felt a positive sense of belonging
- 100% reported positive school behaviour
- 91% reported positive relationships

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. The results for Clergate Public School on two measures of intellectual engagement are:
- 8.4 on a scale of 1-10 High Expectations for Success (8.7 NSW Norm)
- 84% effort

Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy. The results are on a scale of 0 to 10. With a score of over 7 were the following:
- Advocacy at school (8.1)
- Positive teacher-student relationships (8.6)
- Positive learning climate (7.7)
- Expectations for success (8.4)
- Explicit Teaching Practices and Feedback (7.8)

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.