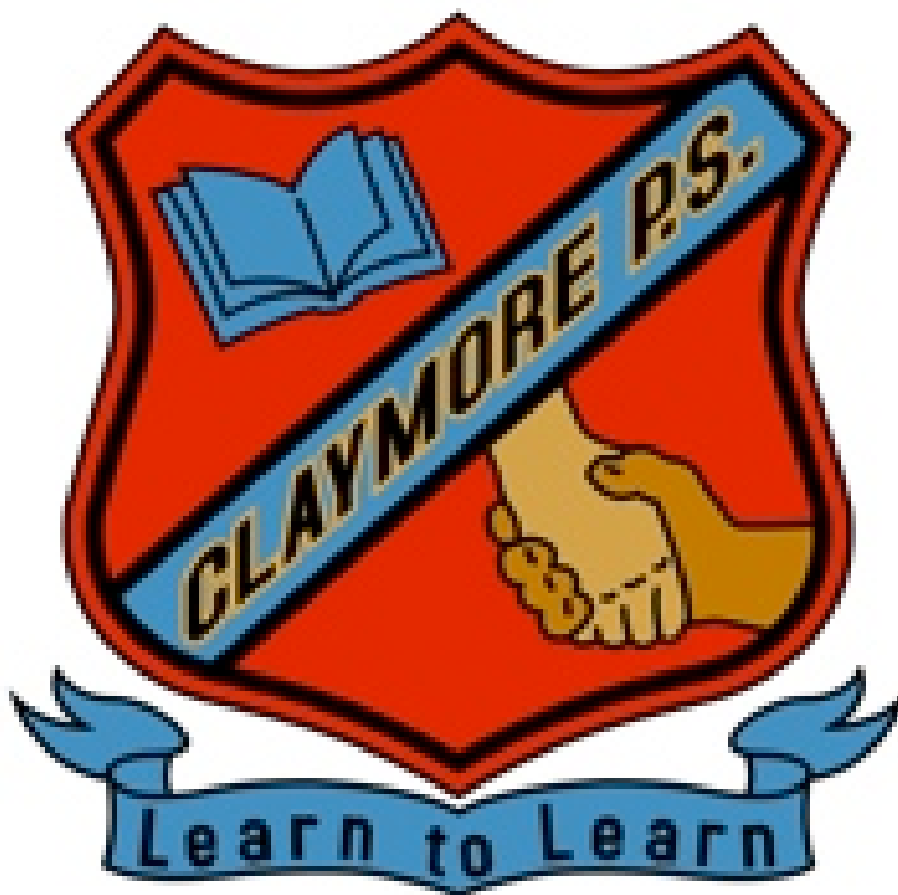


2021 Annual Report

Claymore Public School



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Introduction

The Annual Report for 2021 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 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.

School contact details

Claymore Public School

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School vision

VISION

Claymore Public School strives for excellence in education:

- through collaboration and continuous improvement
- by practicing inclusiveness through a culture of mutual respect and shared partnerships
- by creating a positive, safe and supportive school environment
- by equipping students with the skills to become life long learners who contribute positively to society

VALUES

- **Respect** - Staff and students at Claymore PS have regard for themselves and others. We allow diversity and accept the right of others to hold different or opposing views and that those views can be openly discussed.
- **Care** - Staff and students at Claymore PS demonstrate concern for the welfare of themselves and others. Our staff demonstrate empathy and act with compassion.
- **Equity** - Staff and students at Claymore PS understand that being fair is not always about being equal. That people need differing treatment to make their opportunities the same as another's
- **Love of Learning** - Staff and students at Claymore PS understand that this value helps people persist through challenges, setback and encourages them to act on feedback.
- **High Expectations** - Claymore staff set high educational standards for themselves and all our students. We understand that growth and achievement is strongly affected by what others expect of you and what you expect of yourself.

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 290 students P-6, including 58 students in the support unit (consisting of IM, IO, Autism and Early Intervention classes). There are 57% of students from a Language Background other than English and 14% 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 162.

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 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes in reading and numeracy.

The staff will develop assessment, data analysis and effective classroom practice to enhance the learning outcomes of 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.

- Effective classroom practice
- Data informed practice

Resources allocated to this strategic direction

Professional learning: \$17,500.00

Literacy and numeracy intervention: \$6,970.00

Socio-economic background: \$171,513.00

Early Action for Success (EaFS): \$68,605.00

Summary of progress

Our focus for 2021 was in the use of driving student data to increase the effectiveness of classroom practice. Focusing on professional learning, staff were guided through a number of aspects of teaching such as phonological awareness, spelling and the science of reading that best supports the implementation of effective teaching. Student learning outcomes were tracked through the collection and analysis of assessment data.

Next year, in these initiatives, we will work with staff to establish processes and develop professional learning in the area of Numeracy so that teachers are able to design effective teaching and learning in this area. We will utilise our Assistant Principals, Instruction and Curriculum, along with our senior executive, to guide staff through this process.

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
3.1% Increase the proportion of students achieving in the Top 2 bands for reading in NAPLAN from our baseline data.	In 2021, we achieved a 13.7% increase in the proportion of students achieving in the top 2 bands This is 1.7% over our agreed upper bound target in reading. 26% of students achieved in the top 2 bands for NAPLAN reading in 2021.
2.8% Increase the proportion of students achieving in the Top 2 bands for numeracy in NAPLAN from our baseline data.	In 2021, we achieved a 4.86% increase in the proportion of students achieving in the top 2 bands. This is 0.5% under our agreed lower bound target in numeracy. 11% of students achieved in the top 2 bands for NAPLAN numeracy in 2021..
Increase the proportion of students achieving expected growth in reading in NAPLAN by 5.1% from our baseline data.	In 2021, we achieved a 18.57% increase in the proportion of students achieving expected growth for reading in NAPLAN from 2019.
Increase the proportion of students achieving expected growth for numeracy in NAPLAN by 6.2% from our baseline data.	In 2021, we achieved a 26.78% increase in the proportion of students achieving expected growth for numeracy in NAPLAN from 2019.

Strategic Direction 2: Ongoing Staff Improvement

Purpose

For all staff to improve their practice.

The staff will further develop structures and processes to help each other become more responsive to the needs of students by having teachers deliberately practice and enhance their repertoire of evidence-based teaching strategies.

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.

- High Impact Professional Learning
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$171,513.00

Early Action for Success (EAFS): \$68,605.00

QTSS release: \$0.00

Summary of progress

Our focus for 2021 was developing collaborative practices that improve the the impact of teaching and learning on both staff and students. The pandemic significantly impacted our ability to implement these practices. Staff teams developed remote ways to work together. Whole school professional learning was significantly impacted.

Next year, in these initiatives, we will work with staff to establish processes to further enhance collaboration amongst staff and develop professional learning in the area of Numeracy so that teachers are able to design effective teaching and learning in this area. We will utilise our Assistant Principals, Instruction and Curriculum, along with our senior executive, to guide staff through this process.

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
Improvement as measured by the School Excellence Framework to <i>Delivering</i> in the theme of Explicit Instruction (Teaching Domain)	In 2021, the school was able to maintain the element of Delivering in the theme of Explicit Instruction within the teaching domain of the School Excellence Framework.
Improvement as measured by the School Excellence Framework to <i>Delivering</i> in the theme of Data Skills and Use (Teaching Domain)	In 2021, the school was able to maintain the element of Delivering in the theme of Data Skills and Use within the teaching domain of the School Excellence Framework.
Improvement as measured by the School Excellence Framework to <i>Delivering</i> in the theme of Professional Standards (Teaching Domain)	In 2021, the school was able to maintain the element of Delivering in the theme of Professional Standards within the teaching domain of the School Excellence Framework.
Improvement as measured by the School Excellence Framework to <i>Delivering</i> in the theme of Learning and Development (Teaching Domain)	In 2021, the school was able to maintain the element of Delivering in the theme of Learning and Development within the teaching domain of the School Excellence Framework.

Strategic Direction 3: Quality Engagement

Purpose

To create a challenging and engaging school environment to create strong conditions for student success.

All staff model and develop engaged learners who are able to display the necessary dispositions that promote authentic and rich learning based on high expectations and relational trust.

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.

- Professional Practice
- Attendance Partnerships, Systems and Processes

Resources allocated to this strategic direction

Professional learning: \$12,000.00

Socio-economic background: \$171,513.00

Flexible Funding for Wellbeing Services: \$2,500.00

Summary of progress

Our focus for 2021 was developing teacher knowledge and understanding of trauma informed pedagogy so that they are able to refine their practice to effectively engage students. The school created a team to lead the school in professional learning about trauma informed practice, which consisted of both executive and classroom teachers. This professional learning was very well received by staff with many implementing new routines and practices within their classrooms.

The team also developed more robust ways of monitoring school attendance and developed initiatives to encourage improved attendance at school.

Next year, in these initiatives, we will work with staff to establish processes to further enhance student engagement and attendance.

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 Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.	In 2021, the school has seen an increase of 9.4% of Aboriginal and Torres Strait Islander students attending school more than 90% of the time.
1% uplift in the proportion of students attending school 90% of the time.	In 2021, the school has seen a decrease of 0.7% of students attending school more than 90% of the time.
1.8% uplift of students experiencing positive wellbeing at school from our baseline data (Tell them from Me Survey -advocacy, belonging and expectations)	<p>In 2021, there was an increase of 3.32% of students reporting a sense of belonging in the Tell Them from Me data with an overall result of 72.84%.</p> <p>In 2021, there was a decrease of 0.84% of students reporting expectations for success in the Tell them from Me data with an overall result of 96.3%.</p> <p>In 2021, there was a decrease of 3.55% of students reporting advocacy at school in the Tell them from Me data with an overall result of 83.95%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$92,433.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Claymore Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>100% of students who were allocated with Integration Funding Support were provided with 1:1 in-class support by SLSOs. Where additional needs were identified, other school funds were allocated to increase the amount of in-class support as required. Additional release time provided classroom teachers to collaboratively develop Personalised Learning and Support Pathways that were shared with support staff and regularly monitored, reviewed and refined. Additional school funds were allocated throughout the year to ensure adjustments were made to suit the level of need of each student. This resulted in a collaborative approach between the school and parents to ensure student progress towards learning goals were being measured and celebrated.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with SLSOs working with students who attract additional funding to support their learning in the classroom with a focus on social skills in the playground.</p>
<p>Socio-economic background</p> <p>\$1,211,588.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Claymore Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • Effective classroom practice • Professional Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in:</p> <p>100% of teachers benefited from employing additional teaching staff resulting in embedded collaboration time in the school timetable, including additional release time to participate in deep inquiry about student learning based on data and evidence. The employment of additional senior executive staff resulted in a whole school approach to teaching and learning, which has led to improved student achievement as measured against numerous internal assessments. This improvement was supported significantly by investing in more staff, over and above the COVID Intensive Learning and Support Program, to allow more students to access and benefit from small group tuition. Students have been supported individually to meet their learning goals, which are monitored and tracked throughout the school year.</p>

<p>Socio-economic background</p> <p>\$1,211,588.00</p>	<p>100% of teachers have participated in high quality professional learning that is responsive to their needs, team teaching, demonstration lessons, observations and feedback.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the whole school approach to linked and consistent professional learning that takes place over time. We will also continue to invest in high quality leadership to ensure consistency of educational delivery, quality teaching and learning and timely interventions for students requiring additional support.</p>
<p>Aboriginal background</p> <p>\$56,128.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Claymore 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: 100% of Aboriginal students being supported by the Aboriginal SLSO. The students benefited from the school maintaining connections with families, external support services and community organisations. This individualised support resulted in students participating in meaningful activities designed to increase cultural understanding and appreciation of Indigenous Australians. In addition, classroom teachers were released to work with the Aboriginal SLSO and the student's parents to develop and then implement Personalised Learning Pathways for all Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to develop and grow connections and relationships, especially with Aboriginal families who are new to the school. We will also continue to meet Aboriginal students at their point of need to personalise the support they receive.</p>
<p>English language proficiency</p> <p>\$22,423.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Claymore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: The employment of a specialist EAL/D teacher, resulted in EAL/D students receiving targeted support with a school-wide focus on building oral English language skills. Opportunities for small group learning was provided for new arrival students in addition to their in-class support. Additional funding was allocated to support the professional learning needs of the specialist EAL/D teachers by forming a partnership with the network EAL/D Education Leader. The specialist EAL/D teachers were provided with additional time to support capacity building of classroom teachers by providing explicit</p>

<p>English language proficiency</p> <p>\$22,423.00</p>	<p>evidence based teaching strategies to better support all EAL/D learners.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide quality EAL/D programs including small group intervention support and flexible in-class support.</p>
<p>Low level adjustment for disability</p> <p>\$206,259.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Claymore Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: This funding allowed for students to benefit from the employment of additional therapies and SLSOs. A whole school focus on early intervention, quality class instruction and regular small group withdrawal sessions assisted students with additional learning needs to access the curriculum in more equitable ways. The Learning and Support Teacher was a vital connection between in-school support strategies and broader system supports for students. The Learning and Support Team in consultation with classroom and specialist teachers, were able to identify students who may require additional learning, behavioral or social support. Individual Education Plans (IEPs) were further refined to assist classroom teachers to better adjust and differentiate for students with additional learning needs. Additional time allocated to the Learning and Support Team led to a consistent and more streamlined approach to support consultation with parents and external agencies resulting in strengthened partnerships between all stakeholders.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to invest in the entire leadership team being a part of the Learning and Support Team. Our focus remains on early interventions, timely assessments and observations and quality professional learning for all staff in supporting students with additional learning needs. We will continue to invest heavily in additional SLSOs to provide ongoing, flexible and responsive student support.</p>
<p>Literacy and numeracy</p> <p>\$6,970.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Claymore Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in:</p>

<p>Literacy and numeracy</p> <p>\$6,970.00</p>	<p>The employment of additional teachers and SLSOs to support small group interventions resulted in a pivotal strategy to enhance teaching and learning in the early years.. The additional staff allowed classroom teachers to build their capacity in the areas of phonics and phonemic awareness resulting in more consistent and explicit teaching for students in the early years.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing purchase of resources to support quality, explicit teaching. Ongoing collaborative inquiry and planning.</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,420.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Claymore Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • High Impact Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy <p>The allocation of this funding has resulted in: Teachers were able to benefit from the expertise of 1 Deputy Principal, Instructional leader employed through this funding. Kindergarten, Year 1 and Year 2 classroom teachers participated in high quality professional learning, coupled with clear and consistent support from Assistant Principals, to examine 'Effective reading in the early years' to build expertise in the teacher identified area of focus - 'Word Recognition band of Scarborough's Reading Rope.' The Deputy Principal, Instructional Leader further designed a system of regular data check-ins for teachers to ensure team planning was accurate and responsive to student growth and attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding for Early Action for Success ended in 2021. Moving forward, Claymore Public School has been allocated the new position of Assistant Principal, Curriculum and Instruction. This new role will be guided by the Lead Learner series in 2022.</p>
<p>QTSS release</p> <p>\$72,652.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Claymore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: QTSS release funding, coupled with significant investment from other areas of the school budget, enabled the school to employ additional staff for the school year to allow Assistant Principals to be provided with extra release time. This enabled classroom teachers to participate in quality mentoring,</p>

<p>QTSS release</p> <p>\$72,652.00</p>	<p>shoulder to shoulder support coupled with fortnightly collaboration sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide teachers with collaboration time. This will allow teachers to meet with their teams, supervisors and the Assistant Principals Curriculum and Instruction to more closely examine student data and evidence, collaboratively plan for teaching and learning based on student need and participate in higher levels of discussion around contemporary pedagogy.</p>
<p>Literacy and numeracy intervention</p> <p>\$54,059.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Claymore Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: A larger number of students were able to access support from our Learning and Support Teachers (Interventionists)</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with this model of additional interventionists. Refine data talks and build capacity of interventionists to further support targeted interventions.</p>
<p>COVID ILSP</p> <p>\$24,974.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition through our school's Focussed Individualised Assessment program • providing targeted, explicit instruction for student groups in literacy - reading • development of resources and planning of small group tuition through our Read to Succeed - homework tutoring program for targeted students <p>The allocation of this funding has resulted in: Students have shown improved reading outcomes as shown by focussed individualised assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the program with a refinement to ensure targeted interventions are carefully planned and aligned with assessment data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	140	156	152	141
Girls	143	137	129	122

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.7	88.6	74.7	90
1	93.4	87.5	80.8	86.1
2	91	91	75.8	88.3
3	91	87.4	82.8	85.6
4	91.9	86.9	81.7	87.1
5	91.8	88.9	76.2	90
6	92.8	90.2	80.6	87.6
All Years	91.5	88.6	78.9	87.9
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
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	17.6
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	10.82

*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	718,959
Revenue	5,572,222
Appropriation	5,550,212
Sale of Goods and Services	11,904
Grants and contributions	9,329
Investment income	377
Other revenue	400
Expenses	-5,637,643
Employee related	-5,164,513
Operating expenses	-473,130
Surplus / deficit for the year	-65,421
Closing Balance	653,538

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	92,433
Equity Total	1,044,362
Equity - Aboriginal	56,128
Equity - Socio-economic	697,049
Equity - Language	84,924
Equity - Disability	206,260
Base Total	3,574,732
Base - Per Capita	80,005
Base - Location	0
Base - Other	3,494,728
Other Total	594,775
Grand Total	5,306,302

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.

Parent/caregiver, student, teacher satisfaction

The Department of Education, through the Centre of Education Statistics and Evaluation (CESE), has engaged the Learning Bar to offer its Student Feedback Survey and Focus on Learning Parent Survey to NSW government schools. These surveys help schools capture the views of students, teachers and parents. In 2021 the parents, caregivers, students and staff at Claymore Public School were surveyed using these tools. The results were as follows:

Student Survey (Students in Year 4, 5 and 6)

- * 73% of students have a strong sense of belonging.
- * 84% of students have advocacy towards school.
- * 96% of students have high expectations for success.

Parent Survey

The school surveyed the parent and community body to solicit information about how the school is recognised within our community and how effectively it engages with the local community.

89.39% of or parents surveyed indicated that they are either "satisfied" or "highly satisfied" with the school's performance and that it is a highly positive and supportive place of learning.

Teacher Survey

Teacher satisfaction was measured using a school designed survey. With a survey response rate of 79%, the school gained valuable insights into teacher satisfaction relating to their role, an inclusive workplace culture and school leadership. 81% of staff reported they are "highly satisfied" with their job.

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.