

2021 Annual Report

Clairgate Public School



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Introduction

The Annual Report for 2021 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 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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Welcome back after a long learning From Home time!

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 - Caring Creative Collaborative Learners

School context

Clairgate Public School has an innovative and caring environment where individuals are given the opportunity to maximise their potential. There are approximately 420 students, of which approximately 29% are from non-English speaking backgrounds. Slightly less than 7% of the students are from Aboriginal or Torres Strait Islander backgrounds. In 2019 a special education unit was established called Wingaru, comprising 2 Autism classes and 1 Multi-Categorical class.

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 Technology 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 excel in Creative and Performing Arts particularly in the area of Dance, and we have a wonderful Music program for all classes. 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.

A comprehensive Situational Analysis was conducted in consultation with all stakeholders, which determined the following focus areas for our school over the next 4 years:

- increasing student outcomes in Literacy and Numeracy;
- providing extensive professional development for teachers;
- building resilience and student voice;
- improving student attendance;
- celebrating diversity and supporting our indigenous 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	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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, engagement, growth and performance in Literacy (Reading) and Numeracy (Mathematics) through high expectations, explicit teaching, effective feedback, using data and effective assessment practices.

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.

- Literacy and Numeracy Intensive Professional Development
- Intensive Support for Literacy and Numeracy for identified students

Resources allocated to this strategic direction

Professional learning: \$8,000.00
Literacy and numeracy: \$12,073.00
Aboriginal background: \$26,504.00
Integration funding support: \$13,407.00
Low level adjustment for disability: \$158,109.15
English language proficiency: \$58,422.29
Literacy and numeracy intervention: \$58,861.95
Socio-economic background: \$93,183.25

Summary of progress

All teaching staff engaged in intensive Professional Development in both Literacy and Numeracy - all teachers discussed their takeaways from the PD and stated that this PD influenced their teaching in a very positive manner. Evidence of improved reading results support this assertion.

Funding allowed us to provide extra Literacy and Numeracy support across all classrooms to build capability in meeting the literacy/numeracy needs of identified students. We engaged additional staff to collaborate with classroom teachers and work with identified students in Literacy and Numeracy.

The allocation of this funding has resulted in: an increase of students achieving in the top two skill bands of Literacy and Numeracy . The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions.

After evaluation, the next steps to support our students in Literacy and Numeracy will be to further expand the impact of the learning support team, the COVID Recovery Teaching Team, and the increased employment of trained SLSOs.

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 in the percentage of students achieving in the top 2 bands to be close to or above the school's lower bound system-negotiated target in reading of 42%.	45.7% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement exceeding the annual progress measure. This shows excellent improvement as the previous percentage of students in the top two bands of Reading was 27.05%.
• Improvement in the percentage of students achieving in the top 2 bands to be close to or above the school's lower bound system-negotiated target in numeracy of 28%.	24.8% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating good progress toward the annual progress measure. This is a great improvement on the previous percentage of students in the top two bands of Numeracy which was 16.39%.
Improvement in the percentage of	60.42% of students achieved expected growth in NAPLAN Reading which is

students achieving expected growth in NAPLAN reading to be close to or above the school's lower bound system-negotiated target of 65%	less than the lower bound target of 65%. Every teacher will work with the Assistant Principal - Curriculum and Instruction on explicit strategies in Reading to improve this outcome in 2022.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be close to or above the school's lower bound system-negotiated target of 60.3%	50% of students achieved expected growth in NAPLAN Numeracy which is approaching the lower bound target of 60.3%.
At least 71% of students in Years 3-6 will demonstrate at least 3 points growth when comparing start and end of year raw scores in PAT Reading, and at least 60% of students in Years 3-6 will demonstrate at least 3 points growth when comparing start and end of year raw scores in PAT Maths.	<p>52.5% of students in years 3-6 improved their PAT raw scores by 3 points or more. Average improvement across the school was 2.6 points.</p> <p>Year 3 reached this target with 71% of students improving their PAT raw scores by 3 points or more. Year 4 - 65%. Year 5 and Year 6 - 37%. We will increase Literacy support in years 4,5 and 6 to address this shortfall.</p>

Strategic Direction 2: Well-being and Attendance.

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school well-being processes that support high levels of social, emotional and behavioural engagement and improved attendance. Students will continue developing the ability to be resilient, successful, kind and ready to learn.

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.

- Whole School Approaches
- Attendance
- Inclusive Aboriginal Education and Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$107,068.71

Professional learning: \$4,000.00

Summary of progress

Clairgate continued the whole schools' dedication to positive well-being and good attendance in 2021.

The process of embedding Kindness On Purpose with Zones of Regulation and the Forge Well-Being Tool to promote recognition, analysis and proactive responses and strategies to well-being and mental health was undertaken strongly during the first semester and creatively supported during the Learning at Home period associated with COVID 19.

Both programs - the morning "Connectors and Comforters" greetings, and CICO- Checking In and Checking Out, received outstanding feedback from the community. Some parent comments: "I think seeing a happy, friendly face in the morning is such a wonderful start to the day. The children can have a quick chat & talk about how they're feeling. Even just a quick 'good morning' is such an important connection...", "the CICO allows for an individual to feel ", ".helped to develop strategies to regulate and help with the issues". 100% of the families surveyed acknowledged this strategy as powerful.

The Well-being Framework for School Excellence Professional Learning was completed.. This professional learning supported the cognitive, emotional, social, physical, and spiritual well-being of students in a context of quality teaching and learning.

Student Action Teams were implemented with children in Year 5 and Year 6. The "Thanking Humans And Nurturing Kindness Squad" (THANKS) was established during remote learning with a team of Year 5 children designing, creating and implementing virtual gifts of kindness for our local support e.g: supermarkets, chemists and hospitals etc. This included virtual bouquets, origami and thank you posters. This group will continue in 2022 with these children as leaders and other students involved should mixed cohorting allow. Student Voice also supported the initial design and accessing of the Yarning Circle. The children gave ideas and consulted with peers and staff.

The introduction of COVID Connections during Learning From Home also allowed individual well-being to be tailored. Certain children who were identified as needing well-being support were linked to a School Learning Support Officer who rang them on the phone to check in with them and their family and support learning where needed. COVID Connection Question Time was also established where a number of Support Teachers were available to help virtually through Zoom to explain/model solutions to individual problems the children were having. Many positive comments and thanks were reported by both children and parents for these opportunities.

Attendance was significantly supported in a very comprehensive and personal approach at Clairgate in 2021. An excellent uptake of the reciprocal messaging system used to address absences and late arrivals by the platform, Sentral, has very much enabled minimal unexplained absences, as has expedient personal connections to parents and caregivers by school personnel. A more intense Home School Liaison Officer involvement has also provided additional support with attendance concerns.

The time of Learning From Home was fully supported by attendance check ins and personal phone calls by the class teacher or executive. teachers. The Deputy Principal was on the school switch for 14 weeks and this allowed for a constant point of personal connection for parents, caregivers and teachers, enhancing well-being and engagement.

In 2021., Clairgate also implemented inclusive well-being practices to ensure our Aboriginal and Torres Strait Islander students have maximised opportunities to improve learning outcomes, whilst at the same time developing deeper understandings of their cultural heritage and identity. The school's Personalised Learning Plans were created and the Reconciliation Action Plan was started, although training opportunities and interaction with DoE Student Services staff and their inability to attend during COVID had placed some restrictions on activities. However, student indigenous representatives were involved in the STEPs (St Clair and Erskine Park Schools) Junior Aboriginal Education Consultative Group and attended celebrations of our feeder high school's Yarning Circle. These same students worked alongside the school's Student Action Teams to establish Clairgate's aforementioned Yarning Circle. Their contribution to the native plant placement, use of old and new school colours and the intricate carvings into the sandstone benches added to a great visual representation of Clairgate's pride in, and valuing of, Indigenous Education.

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
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be close to or above the school's lower bound system negotiated target in wellbeing of 89.5%.	The TTFM Wellbeing data showed student's feelings of advocacy and expectations were 84.65%. This is less than the lower bound system negotiated target in well-being of 89.5%. The sense of belonging trended as a decrease from Snapshot 1 to Snapshot 2 in 2021 after Learning From Home.
Increase the percentage of students attending > 90% of the time to be close to or at the lower bound system-negotiated target of 82.1%.	Attendance in 2021 of 90% or higher was at 71.88%, which is lower than our target. More measures will be put in place in 2022 to increase this percentage.
The school has implemented evidence-based programs to support whole school practices, resulting in measurable improvements in wellbeing and engagement to meet the delivering descriptor for the SEF element of Wellbeing.	We have implemented a whole school approach to student well-being and engagement - Kindness on Purpose, Bounce Back and the Zones of Regulation Program to support student learning. This meets the excelling descriptor for the School Excellence Framework element of Well-being.
The school wellbeing is organised so that students of need have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential to meet the delivering descriptor for the SEF element of Wellbeing	All students of need have access to regular opportunities to meet with an identified staff member who can provide advice, support and assistance. These include the school's Comforters and Connectors morning greeting program and the CICO- Check In and Check Out Program. Further support during Learning from Home included personal outreach from executive staff, teachers and Student Learning Support Officers. This meets the excelling descriptor for the School Excellence Framework element of Well-being.
Decrease the % of students attending less than 80% of the time to approach the minimum of the system-negotiated lower bound target. of 82.1%	Successful reduction in the % of students attending less than 80% of the time from 9% in 2020 to 4% to 2021..
Increased student voice and leadership opportunities in classrooms and across the school, with special reference to high potential and gifted students' participation and achievement to meet the delivering descriptor for the SEF element of Wellbeing.	Increased student voice and leadership opportunities were developed in the form of Student Action Teams- SATS, initially in classrooms and then moved to online during Learning From Home, with special reference to high potential and gifted students' participation. During lockdown, the SATS contributed to thanking the community for their help during the pandemic and the initial planning and implementation of Clairgate's Yarning circle to promote reconciliation. Cohorting onsite restricted some opportunities. in 2021.

Strategic Direction 3: Excellence in Teaching

Purpose

To build a culture of excellence in teaching whereby teachers "hone their craft" and continually strive to improve their teaching in all areas, particularly Writing. This will be achieved over the 4 year school plan period through participating in professional development and sharing knowledge/expertise with their peers in order to teach students the skills and capabilities to thrive in a rapidly changing world, where they collaborate and use critical thinking to solve problems and grow as informed global citizens.

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 Learning drives improvement in learning through Quality Teaching Practices
- Building a culture of improvement through In-school Professional Learning using teacher strengths

Resources allocated to this strategic direction

Professional learning: \$18,926.13

Summary of progress

Teachers employed evidence-based effective teaching strategies based on the DoE "What Works Best" booklets and online learning sessions. Effective methods were identified, promoted and modelled, and students' learning improvement was monitored this year, demonstrating growth.

All lessons were systematically planned as part of a coherent program that was collaboratively designed with teachers in the same grade. Accommodations and adjustments were made to suit needs as they arose - evident in programs. Lesson planning referenced student information including progress and achievement data, curriculum requirements, and student feedback, and provided continuous improvement for all students, across the full range of abilities.

Teachers will continue to employ evidence-based teaching strategies in 2022. Teachers will also continue to use the Literacy Progressions in 2022.

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
84% of students in K-6 will demonstrate improvement in Writing using the NAPLAN Writing Criteria Assessment rubric linked to the Literacy Progressions.	80% of students demonstrated improvement in Writing using the Writing Criteria Assessment Rubric for 3 criteria. In 2022 we will look at 6 criteria from this rubric, including sentence structure, punctuation and vocabulary.
Explicit teaching methods to optimise learning progress for all students across the full range of abilities is evident in all teacher's programs and classrooms to meet the delivering area of the SEF - Effective Classroom Practice.	Differentiation activities are evident in all teacher's programs and classrooms. All teachers completed Professional Development modules on High Expectations and Explicit Teaching from the What Works Best documents. Successful explicit teaching lessons were discussed and shared in each stage team. Implications - continue the Professional Development for all staff on identified areas of need, peer mentoring/observations to continue.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,407.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Clairgate 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"> • Literacy and Numeracy Intensive Professional Development <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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All students requiring extra support received this support from either the SLSO team, the LST team or the Covid ILSP team. The allocation of this funding has resulted in an uplift towards our literacy targets this year. The additional support provided to students of need had a measureable impact on student engagement and improved literacy outcomes. The high performing students did not receive as much support this year - this is definitely an area to develop in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support all students requiring extra support - School Learning Support Officers, Learning Support Teachers, Covid Intensive Support Learning Program. High Performing students will also be supported through a G&T program.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Clairgate 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"> • Literacy and Numeracy Intensive Professional Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: All students requiring extra support received this support from either the School Learning Support Officer team, the Learning Support Team team or the Covid Intensive Learning Support Program. The allocation of this funding has resulted in an uplift towards our literacy targets this year. The additional support provided to students of need had a measureable impact on student engagement and improved literacy outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: We are employing an AP - Curriculum and Instruction to continue this uplift in Literacy outcomes and to promote an uplift in Numeracy outcomes.</p>

<p>Socio-economic background</p> <p>\$217,962.27</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clairgate 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"> • Literacy and Numeracy Intensive Professional Development • Intensive Support for Literacy and Numeracy for identified students • Whole School Approaches • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Deputy Principal - Well-being - implemented Zones of Regulation, Kindness on Purpose, Forge Well-being, Check in Check out procedures with students of need, and, the Bounce back Program; • Extension activities for students in top two bands; • Curriculum music program for every class; • Literacy Support team working with students in class to improve Literacy outcomes. <p>The allocation of this funding has resulted in:</p> <p>Overview of activities partially or fully funded with this equity loading include the employment of SLSOs and support teachers to support students with additional learning needs. The allocation of this funding has resulted in student improvement which is evidenced by our literacy NAPLAN results achieving above statistically similar school groups (SSSG), the Year 3 and 5 NAPLAN Reading results were above SSSG, Year 5 demonstrated a major lift in reading from a raw score 479 in 2019 to 500 in 2021, Year 3 Writing was above both state and SSSG, student well-being improved, and, the Music Program was successfully implemented across the school with every student given the opportunity to play an instrument.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to engage SLSOs and LST teachers to work with students in Literacy and Numeracy, continue the DP well-being role to improve student's well-being and continue the Music program.</p>
<p>Aboriginal background</p> <p>\$26,504.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Clairgate 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"> • Literacy and Numeracy Intensive Professional Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>The Aboriginal initiative has moved forward soundly. All indigenous students have been working on Literacy/Numeracy and well-being goals with their teachers and there was 78% attendance of families at the initial personalised learning planning afternoon with the students, parents and</p>

<p>Aboriginal background</p> <p>\$26,504.00</p>	<p>teachers. The Student Learning Support Officers continued supporting the Aboriginal student leaders running lunchtime craft activities during the first semester, with COVID restrictions ceasing this activity due to cohorting. Two senior leader representatives were chosen and participated in the Junior Aboriginal Education Consultative Group at STEPs network meetings when they were able to be held.</p> <p>NAIDOC/Reconciliation activities - heightening student voice with the theme of Heal Country, were recognised and celebrated remotely through Social Media posts and embedded in Learning From Home activities provided for the children.</p> <p>The development of our Reconciliation Action Plan (RAP) and the Yarning Circle were delayed due to DoE Student Services staff not being able to attend planned collaborations but will be continued in 2022.</p> <p>In a celebratory note, the work Mrs Lorinda Tegjeu completed of a matrix embedding the 8 ways of Learning to implement indigenous perspectives was published in Storylines at www.storylines.com.au</p> <p>The Storylines platform provides local community members, schools, organisations and the broader community with a culturally safe online environment to share and celebrate Aboriginal non-secret, non-sacred stories of history, culture and achievement. The site is about celebrating stories of identity and success through education. The Storylines initiative aims to be a source of self-esteem and confidence for all students, whilst providing an opportunity for real-world relationships and positive partnerships to be developed through storytelling and consultation. The document can be accessed using this website: https://storylines.com.au.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Develop our Reconciliation Action Plan.</p> <p>Complete the Yarning Circle and celebrate this.</p> <p>Continue PLPs.</p> <p>Develop student voice, including Aboriginal student voice throughout the school.</p>
<p>English language proficiency</p> <p>\$58,422.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Clairgate 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"> • Literacy and Numeracy Intensive Professional Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Planning and programming for EALD students, using EALD pedagogy and practices to meet their English language needs. • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p> <p>Student engagement and confidence in curriculum activities increased. Student achievement in language skills and knowledge such as vocabulary development, oral interaction, reading comprehension and writing has also improved.</p> <p>Teachers are more aware of the need to differentiate and are learning to identify the language demands of units of work along with individual student's specific language needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to employ a teacher to work with new arrivals and students with an EALD background.</p>

<p>Low level adjustment for disability</p> <p>\$166,548.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Clairgate 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"> • Literacy and Numeracy Intensive Professional Development • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: All students requiring extra support received this support from either the School Learning Support Officers team, the Learning Support Teachers or the Covid Intensive Learning Support team. The allocation of this funding has resulted in an uplift towards our literacy targets this year. The additional support provided to students of need had a measureable impact on student engagement and improved literacy outcomes Student engagement and confidence in curriculum activities increased. Student achievement in language skills and knowledge such as vocabulary development, oral interaction, reading comprehension and writing has also improved.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will further develop extension group activities and continue support in classrooms.</p>
<p>QTSS release</p> <p>\$90,031.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clairgate 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 initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: All Assistant Principals have been given extra time to supervise/mentor teachers in their stage group. APs worked with staff to develop and implement their Professional Development Plans, leading to use of improved teaching strategies in the classroom, which in turn led to improved learning outcomes for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued time provided to work with all teachers on Professional Development Plans., including supervising lessons and mentoring.</p>
<p>COVID ILSP</p> <p>\$196,666.28</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</p>

<p>COVID ILSP</p> <p>\$196,666.28</p>	<p>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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy reading. <p>The allocation of this funding has resulted in: Small group tuition has worked well across the school as evidenced by literacy assessment data. Term 1 results - 100% of students improved in either reading levels, comprehension levels or both. There was an average growth of 2.6 reading levels. Term 2 results - there was an average increase of 2.4 levels for each student in the Covid Intensive Learning Support Program. These students had an average level of 84.3% in comprehension. All data recorded on PLAN 2.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will have the Covid Intensive Learning Program again in 2022 - we will continue with a similar format from 2021 as this was very successful. We will use both teachers and SLSOs for this program.</p>
<p>Per capita</p> <p>\$113,447.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Clairgate 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 operational funding include:</p> <ul style="list-style-type: none"> • Developed several playground areas and Outdoor Learning Areas for student engagement and well-being - especially at play-times. • Increased technology throughout the school - laptops for student use in classrooms. • General maintenance, utilities paid and teaching resources purchased. <p>The allocation of this funding has resulted in: A more settled playground, increased use of technology resources and appropriate resourcing for classrooms and administration.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use this budget where it is needed - general maintenance, improving school playgrounds, purchasing technology and school resources where needed.</p>
<p>Literacy and numeracy</p> <p>\$12,073.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Clairgate 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"> • Literacy and Numeracy Intensive Professional Development

<p>Literacy and numeracy</p> <p>\$12,073.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in an uplift towards our literacy targets this year. The additional support provided to students of need had a measureable impact on student engagement and improved literacy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue supporting students of need, and we will put a program in place to support high performing students.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	222	225	223	209
Girls	194	203	220	203

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.6	94.3	92	93.3
1	92.3	92.1	89.7	92.5
2	92.8	92.4	92.5	93.4
3	93.1	92.2	91	91.1
4	93.7	93	87.6	91.9
5	92.6	89.6	90.4	90.6
6	94	90.3	91.1	90.4
All Years	92.9	92	90.6	91.9
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
Assistant Principal(s)	5
Classroom Teacher(s)	16.47
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 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	316,980
Revenue	4,716,733
Appropriation	4,589,885
Sale of Goods and Services	75,255
Grants and contributions	50,486
Investment income	307
Other revenue	800
Expenses	-4,728,092
Employee related	-4,322,493
Operating expenses	-405,599
Surplus / deficit for the year	-11,359
Closing Balance	305,621

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	13,407
Equity Total	469,437
Equity - Aboriginal	26,504
Equity - Socio-economic	217,962
Equity - Language	58,422
Equity - Disability	166,549
Base Total	3,555,659
Base - Per Capita	113,447
Base - Location	0
Base - Other	3,442,212
Other Total	260,592
Grand Total	4,299,095

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

Teachers' responses to the 8 Drivers of Student Learning (from the "Tell Them From Me" surveys):

Collaboration 9.0 state average 7.8 Parent Involvement 7.8 state average 6.8

Leadership 8.5 state average 7.1 Inclusive School 9.2 state average 8.2

Technology 7.5 state average 6.7 Data Informs Practice 8.9 state average 7.8

Learning Culture 8.6 State average 8.0 Teaching Strategies 8.9 state average 7.9

Positives/comments from teachers:

- I became more confident in using online platforms which led to improved remote teaching and learning.
- Referring more regularly to the learning progressions has improved my delivery of multiplication lessons - differentiation and understanding of developmental milestones.
- Sharing quality work samples and showing what aspects make this sample effective. Not 'fixing' issues for the students, instead I am showing them how they can fix the issue
- Kindness on Purpose and the many extra hours invested in making students welcomed back into the school environment.
- Reading Professional Development has been excellent - looked more closely at phonics teaching.
- This year has been extremely jumbled with learning from home for a large portion. So the biggest challenge this year was learning to adapt lessons and differentiate these to the needs of students via remote learning, yet still provide them the opportunity to show interest and achieve their best.

Parent perspectives compared to the state average (from the "Tell Them From Me" surveys):

Parents feel welcomed 7.3 state average 7.4 Parents are informed 6.6 state average 6.6

Parents support Learning From Home 7.0 state average 6.3 School supports Learning From Home 7.1 state average 7.3

School supports positive behaviour 7.6 state average 7.7 School supports children's behaviour 7.1 state average 7.4

Inclusive School 6.9 state average 6.7

General summary of comments by parents- positives, negatives and areas to work on:

- Friendly and respectful - school is welcoming and the majority of children are happy - several parents wrote this
- We need more parents involved in school activities and on site
- Clairgate has a strong community spirit
- Sensation Station is great
- Needs a better physical environment
- Would like a canteen app to order online
- More communication needed - specifically how students are going, even a zoom parent teacher meeting would have been beneficial
- More communication needed with parents around the resolution of behaviour issues
- Amazing teachers, friendly principal and DP
- Amazing individual feedback during Learning from Home - thank you teachers
- No marking or feedback during Covid - disappointing…would give the school an 8/10 during Covid and a 9/10 now
- Need a stronger stance against bullying and more suspensions/consequences for students with bad behaviour- several parents wrote this
- Lovely that the DP and SLSO greet children every morning
- Since returning from home learning, my children are thriving again in a positive, social, directly taught environment
- More understanding by staff needed about how disabilities impact students
- Love the music lessons!
- Children seem happy
- More emphasis on life skills needed
- Very welcoming - especially for my child with a disability
- Better positive feedback needed from school and principal - principal insensitive during behaviour/support meeting
- Need to pick up learning difficulties earlier
- More SLSOs required to help more students with additional needs
- Bring back Zumba and more sports!

Response

I am happy that generally we are seen as a friendly and welcoming school with wonderful teachers and a strong

community spirit.

I have heard the comments about more communication needed about how students are going and about resolutions for behaviour issues. In 2022 I will ensure we have individual parent/teacher interviews - either face to face or via zoom if necessary. I will also endeavour to improve communications about behaviour incidents.

The Music lessons will continue, as will the Sensation Station.

I understand that there were varied responses to all activities throughout the Learning From Home period and have held discussions with teachers about this. Generally we received very positive responses during this time.

Several parents wrote about bullying at school and as a response to this we will develop a new Behaviour Plan at school next year. We will continue our anti-bullying and social skills lessons. We will also organise cyber safety sessions through the "Think U Know" group - these were planned for this year but had to be cancelled due to Covid.

We have timetabled specific sessions with the SLSOs to support students with extra learning needs. This occurs in conjunction with support offered by our Learning Support Teacher and our Intensive Learning Support Team. We of course would love to have more SLSOs - alas we do not have funding for this!

General summary of comments by students:

- I like lunch and recess and sport, art, dance and all the other stuff!
- I like the teachers and students - many children wrote this
- We need computers instead of books
- I like the library and some teachers
- I think we need cleaner toilets - many children wrote this
- We need more games to play when it is raining and more equipment in the playground - several children wanted more playground equipment
- We should have a pool at school - several children wrote this
- Some kids are bullies - there should be more punishment for these kids
- I think we should be able to whisper in class
- We should have more sport - many children wrote this
- I have a good feeling about this school - I have made lots of friends
- We need Mr Blanch back!
- More books - maybe detective or bad guy books
- I like all the friends I have at school - many children wrote this
- My school is so welcoming - several children wrote this
- We have a lot of good play areas - several children wrote this
- I would like more Maths - several children wrote this
- I would like music and dancing at recess and lunch

Response

I love our children! Their comments were wonderfully honest and blunt. Some of my favourites:

- I just want to say 2 words - Toilet - Bad
- The things I like about this school are you can make friends, you have enough room to play at lunch and recess and a lot of the teachers are nice. The things I don't like - some of the students are disrespectful, sometimes the rules are a little unfair and some students make their own rules and it isn't fun to play with them. I am happy that I moved to this school and just have a good feeling about this school.
- Bring back Mr Blanch
- I think we should get more time at recess

The two general themes that stood out were the toilets smell and a few children are bullies. I will organise deep cleaning for the toilets - and the toilets have been repainted! We will concentrate on our anti-bullying/social skills sessions with students next year.

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.