

# 2021 Annual Report

## Clare Public School



4565

# Introduction

The Annual Report for 2021 is provided to the community of Clare 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

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## School vision

Clare PS values a rich, rigorous education of discovery that respects childhood, builds resilient individuals and celebrates the human spirit. We honour each student's learning needs, readiness and interests through responsive planning, targeted explicit teaching and strategic assessment in order to maximise each student's learning potential and achievement.

Each child experiences the right to be heard, to be respected, to feel a sense of belonging to their family, school and community and to become responsible citizens.

'Learning with our head, heart and hands'.

## School context

Clare Public School is situated 155 kilometres north of Balranald and 75 kilometres south of Ivanhoe. It provides quality education in an isolated rural setting for students drawn from the surrounding sheep stations. Families travel extensive distances, up to 300km daily, to transport their children to school. There are four school families with a total of seven students enrolled for 2021.

The school structure consists of one multi-grade class with one full-time teaching principal, one-part time teacher covering release from face to face and support teaching and one student learning support officer. The school has a part-time School Administration Manager and a part-time General Assistant.

Clare PS is focused on building individual and collective wellbeing through a climate of care and positivity. In our small school, children interact across age groups, playing with and caring for each other as a family. Each child is treated as an individual and their own needs, interests and talents are understood and catered for. Learning programs are student centred, highly responsive to personal learning needs and driven by evidenced based teaching and learning. Our learners are at the centre of everything we do.

The school is an important part of the Clare community. We seek to build collaborative partnerships with students, staff, families and our community to support and develop our students and our community.

In combination with feedback from staff, parents and students our school has identified two key strategic directions as a basis for a shared commitment to the achievement of our school vision statement. Our focus strategic directions will be student growth and attainment and nurturing and engaging learning culture.

## 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

"The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes".

### Initiatives

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

- Data Skills and Use
- Formative Assessment

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$1,365.00

**Low level adjustment for disability:** \$14,771.03

**Professional learning:** \$4,700.00

### Summary of progress

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In 2021, the focus of this strategic direction was to embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

The teaching principal completed training in aligning the literacy and numeracy learning progressions with syllabus documents. This led to the creation of personalised documents for each child which were used by teachers and children to monitor their successes and target learning, addressing each point of need to move forward.

Teachers and students worked collaboratively to identify and address learning needs. To maximise students ownership of their learning, assessment information was shared with students. Teaching staff explicitly shared with children how they learn from the students as much as they learn from teaching staff. This transparency of intent ignited the children's curiosity and supported them to develop in self regulation, self awareness and social awareness.

The impact and changes in teaching and learning was evident in staff continually improving in their ability to collect, analyse, track, use and explain data. Teachers all agree that collecting and using evidence on a daily basis has become a process and no longer viewed as 'an event'. PLAN2 data was collated every five weeks; however, the daily changes in practices were the gems that demonstrated shared values were leading the team forward.

At the beginning of 2021 the goal was to support capacity building of all staff to understand how data collection, use and analysis is a powerful tool for understanding where students are in their learning, how effective their teaching has been and how interpretation of this data assists in responsive planning for individual student needs. Despite the challenges of a prolonged absence of Release from Face to Face (RFF) in Term 2, Term 3 learning from home due to COVID restrictions and Term 4 absence of RFF teacher, student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this strategic direction the High Impact Professional Learning Model will be used to guide the professional growth of all staff, to ensure ongoing improvement in student progress and achievement. Staff will assess, reflect and adapt practice to ensure reliable and consistent formative and summative assessment tasks are being used to analyse student progress, evaluate growth over time and report student achievement. Staff will be supported in deepening their knowledge and skills in the use of PLAN2 to reflect on and monitor student progress against the National Literacy and Numeracy Learning Progressions.

### Progress towards achieving improvement measures

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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 in the Deniliquin small school network group achieving in the top 2 bands in NAPLAN Reading by 5%	In the Deniliquin Small Schools network, NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 33.7% indicating growth from baseline.
Improvement in the percentage of students in the Deniliquin small school network group achieving in the top 2 bands in NAPLAN Numeracy by 4%	In the Deniliquin Small Schools network, NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy by 3% showing minimal change from baseline.

## Strategic Direction 2: Nurturing & Engaging Learning Culture

### Purpose

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To actively support all students in achieving their potential and developing a love of learning in a high expectations environment, we seek to know and deeply understand our learners' identities, dispositions, values, attitudes and skills so that we may respond with nurturing learning environments to support their development as caring, creative thinkers and communicators.

'Engaged learning occurs when the lives, knowledge, interests, bodies and energies of young people are at the centre of classroom and school'.

Developing teacher capacity to systematically deliver a differentiated curriculum through instructional leadership and quality teaching and learning.

### Initiatives

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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.

- Collaborative Practice
- Visible Learning and Feedback

### Resources allocated to this strategic direction

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**School support allocation (principal support):** \$13,604.00

**QTSS release:** \$1,121.00

**Integration funding support:** \$50,280.00

**Professional learning:** \$500.00

### Summary of progress

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In 2021 the focus in this strategic direction was on creating the conditions and culture to support meaningful collaboration between all stakeholders.

As this was the first year of new leadership at Clare Public School, seeking to understand all members of the school community was the initial focus, and this continued throughout the year so that relational trust was established and individual development was met. The building of collegiality and belonging grew as the year progressed, with all team members stating that the feel of the school had changed, and they all felt a responsibility to supporting each other and the students.

Staff and students were introduced to visible learning and a growth mindset, focusing on supporting students to understand the power of 'yet' and the value of their mindset in helping them to move forward with their learning. The positive impact was evidenced by learners putting in real effort; developing and understanding that effort and persistence brings results.

The learning from home period in Term 3 was a highlight in building collaborative relationships in learning. Learning-focused relationships enabled the children to play a meaningful role in deciding what to learn and how to learn it. Positive relationships built well-being and, in turn, learning. Cohesion was developed through play based and place-based learning; children built their social capabilities and learnt to understand themselves and each other leading to greater compassion and care. Placing the social climate at the front of planning, helped children learn to understand, navigate and respond in appropriate ways to their new world. Teachers were engaged in professional collaboration aimed at explicitly improving their practices and student learning and share that they are more comfortable with accurately identifying where students were with their learning, identifying point of time need and making informed decisions

Next year in this strategic direction, staff will continue to be collaboratively involved in ongoing processes of collective inquiry and action research to achieve maximum outcomes for all students. Students will be given more of an opportunity to identify explicit strategies when working with others as well as a way to assess their skills and set goals for future projects through the deepening of self-assessment and feedback strategies. The teaching principal will work directly with teachers to plan, coordinate and evaluate teaching and learning.

### Progress towards achieving improvement measures

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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
For 60-100% of students to achieve expected growth in NAPLAN Reading.	Clare Public School did not have any Year 5 students in 2021.
For 60-100% of students to achieve expected growth in NAPLAN Numeracy.	Clare Public School did not have any Year 5 students in 2021.
Increase the percentage of students attending school more than 90% of the time.	The number of students attending more than 90% of the time or more has decreased.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$50,280.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Clare Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the School Learning Support Officer (SLSO) assisting in the support and inclusion of students with identified learning needs. This has led to increased well being of all students, enabling effective teaching and learning to occur, targeted at individual needs. Students have been highly supported to connect, succeed and thrive. The SLSO has developed their collaboration skills by being actively involved in consistent teacher judgement to assess where students are, where they need to go and how support will be offered to ensure progression of learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuation of SLSO employment 5 days a week so that identified students learning needs are met. Valuing and acknowledging SLSO skills and understandings by building their capacity to work with the student's teachers by actively participating in activities, assisting, intervening and encouraging students and providing 1:1 instructive support.</p>
<p>Socio-economic background</p> <p>\$1,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clare Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement literacy and numeracy initiatives to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the enhancement of the collaborative and cohesive learning culture within the school leading to heightened engagement, wellbeing and explicit teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the employment of classroom teacher so that the what works best themes of collaboration, high expectations, explicit teaching, effective feedback, use of data to inform teaching and assessment remain the focus in delivering inclusive and appropriate teaching and learning.</p>
<p>Low level adjustment for disability</p> <p>\$14,771.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Clare Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Low level adjustment for disability</p> <p>\$14,771.03</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the School Learning Support Officer assisting in the support and inclusion of students with identified learning needs. This has led to increased well being of all students, enabling effective teaching and learning to occur, targeted at individual needs. Students have been highly supported to connect, succeed and thrive. The SLSO has developed their collaboration skills by being actively involved in consistent teacher judgement to assess where students are, where they need to go and how support will be offered to ensure progression of learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of SLSO employment 5 days a week so that identified students with needs are met. Valuing and acknowledging SLSO skills and understandings by building their capacity to work with the student's teachers by actively participating in activities, assisting, intervening and encouraging students and providing 1:1 instructive support.</p>
<p>Location</p> <p>\$15,923.07</p>	<p>The location funding allocation is provided to Clare Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased teacher, SLSO and student confidence with accessing and using technology, expanded curriculum offerings due to online drumming lessons, increased collaboration skills and student agency due to actively engaging as a team and learning with and from each other.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to explore future teaching and learning activities to overcome the remoteness of our context. In 2022 it is hoped that the 'Telstra Uplift' will be finally successful, enabling greater and consistent connectivity so that collaboration with other schools may be successful.</p>
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Clare Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by</p>

<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>targeted literacy programs for all students. Improved engagement of all students due to personalised interventions, high quality, appealing resources that have been explicitly chosen based on students interests and identified needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will no longer receive these funds from the beginning of 2022</p>
<p>QTSS release</p> <p>\$1,121.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clare Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> provide professional learning release time for beginning teachers to enable capacity building with understanding and implementing the quality teaching and learning cycle.</p>
<p>COVID ILSP</p> <p>\$5,606.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educator to deliver small group tuition</li> </ul> <p>releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups providing targeted, explicit instruction for student groups in literacy and numeracy.</p> <p><b>The allocation of this funding has resulted in:</b> all students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of small group tuition.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	1	2	3
Girls	3	1	4	4

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.6	93.8	94	97.5
1		95	97.5	91.1
2	86.6		94.9	100
3				87.3
4	84.1			
6	92.1			
All Years	89	94.4	94.7	92.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1		92.7	91.7	92.7
2	93.5		92	92.6
3				92.7
4	93.4			
6	92.5			
All Years	93.3	92.9	92.1	92.7

## 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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	248,549
<b>Revenue</b>	423,404
Appropriation	422,337
Sale of Goods and Services	611
Grants and contributions	397
Investment income	59
<b>Expenses</b>	-408,541
Employee related	-332,865
Operating expenses	-75,676
<b>Surplus / deficit for the year</b>	14,864
<b>Closing Balance</b>	263,412

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	50,280
<b>Equity Total</b>	15,771
Equity - Aboriginal	0
Equity - Socio-economic	1,000
Equity - Language	0
Equity - Disability	14,771
<b>Base Total</b>	319,023
Base - Per Capita	1,479
Base - Location	15,923
Base - Other	301,621
<b>Other Total</b>	24,394
<b>Grand Total</b>	409,468

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Due to our small cohort of families we are in the very fortunate position of knowing our parents intimately.; daily, informal discussions as parents drop and pick up children are embedded, P&C meetings have 100% attendance, messages and emails are exchanged so communication is shared openly. Parents express their satisfaction with our culture, teaching and learning.

Learning from home proved a positive experience and demonstrated the success of our 2021 relationship building focus. Daily emails, messages and photos shared by our parents captured our learners moods, experiences, attitudes to tasks and strengths and areas of need. The depth of information shared by parents and our commitment to collaboration resulted in two way communication between parents and the teaching principal - parents' curiosity was ignited regarding our literacy and numeracy teaching and learning, point of need data was collected by parents and responsive teaching planned. This 'interruption to learning' was our 'impetus for learning' due to the collaborative efforts of all.

Parents want their whole child to be considered and valued and express appreciation for the:

- varied opportunities students are offered
- curriculum adaptation to respect our local context and the students' real world.
- teachers' dedication to ensuring students are happy, successful learners
- open sharing of every aspect of school life
- timely feedback offered regarding students learning and well being
- personalised teaching and learning they have seen this year, with a focus on interactive exploration and problem solving
- time given to play based learning so their kids can learn to work together and 'feel respected for being a child'.

Our children and staff agree that our school is a 'happy place'; happy teachers and happy children equal effective learning and this is our core hope that drives us.

Feedback from staff indicated that Clare Public School is a positive, happy and cohesive supportive learning environment to work as they feel valued. They expressed an improved learning culture was due to the focus on relationship building in 2021 enabling everyone to feel their thoughts, learning and contributions were essential to the growth of the team. The shared frustration continued to be with Clare Public School's connectivity issues which impacted negatively on teaching and learning.

Feedback from children demonstrated 'we love our school'. Responses included, 'we have no bullies'. we have the biggest and best playground, teachers ask us what we like and what needs to change to make our school better, teachers help us learn, we have a school dog to play with, we all have computers and morning circle time on the how are we feeling, math is fun.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.