

2022 Annual Report

Clemton Park Public School



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Introduction

The Annual Report for 2022 is provided to the community of Clemton Park 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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Message from the principal

I would like to begin the 2022 Annual Report by acknowledging the Bidiagal people who are the traditional custodians of the land upon which Clemton Park Public School is located.

It is a privilege to be the Principal of Clemton Park Public School. Our school is a wonderful example of the excellence made possible through a strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

Our students, staff and community enjoy a friendly and caring environment believing and proudly exemplifying our school values of Respect, Caring, Co-operation, Resilience, Commitment and Freedom. Clemton Park's vision is "Pursuing Excellence". We always remember this in all we do. Every individual community member endeavours to pursue excellence at all times.

I would like to acknowledge all of the staff, students and school community for their commitment throughout the year.

In 2022 academic results were strong across all key learning areas reflecting the passionate commitment of our teachers to improving student outcomes. The school continued to provide a rich set of opportunities for students to demonstrate excellence outside of the classroom: from our student leadership program to a wide range of extra-curricular, sporting and creative activities.

Some highlights for the year included:

*Amazing NAPLAN results with Year 3 and Year 5, where an increasing number of students scored in the top two bands.

*Band success in which students showcased their talents in a variety of events including their affiliation with the COS band.

*Achievement in our languages program through recognition in the Greek attainment certificate and the Alexander the Great competition.

*Winners of the Metropolitan South Directorate Dance Sport Challenge.

*Amazing sporting achievements.

*Community of Schools success with a culmination of the schools in the community attending a community showcase, an immersion day and a Band workshop/concert at Kingsgrove North High School.

I would like to thank all the school community for all their hard work in 2022. Our P&C have continued to be a bedrock of support - both financial and emotional - for staff and students. It is their involvement in the school and the shared sense of the educational enterprise that makes CPPS a very special place indeed. This year's P&C, with the support of the

CPPS school community have worked extremely hard to assist the school with the basketball court upgrade.

Thank you to everyone who has contributed in making 2022 a memorable year. It is with great pleasure that I present this report outlining the outstanding achievements of the students, staff and parents of CPPS.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Robinson

Principal

Message from the school community

Thank you to all the P&C members who have attended meetings and engaged with the P&C activities throughout 2022. A special thanks to the P&C Executive Team for their work in the ongoing operation of the P&C.

Due to the commitment of P&C members, and support from the School Executive, the P&C has had an extremely successful year. It has been wonderful to see the school and its greater community thrive off the back of two years of disruption.

I would like to extend my thanks to the teachers and other school staff at Clemton Park Public school for their ongoing commitment to our children. Illness and other factors that have led to staff shortages across the state were managed extremely well with minimal impact for our children. We are fortunate to be part of a school community with such caring, dedicated, and professional staff members.

Our meetings across 2022 were held in person, in the hall where Paul Robinson (Principal) and Sally D'Arrigo (Deputy Principal) set up tables distanced around the space with ventilation to maintain COVID safety standards.

MULTIPLE PURPOSE SPORTS AREA

In 2022, with assistance from Principal Paul Robinson, the P and C was able to secure a building partnerships grant for the remodelling of the concrete sports area of the school. This incredible grant worth \$56,000 will be added to P and C fundraising to assist with the construction of the new Multi Purpose Sports Area. Similar grants in the 2020 and 2021 have assisted the school with building the play equipment and the shade shelter. The P and C are thrilled to be able to see these renovations taking place at school for all of the children to enjoy.

COMMUNICATION WITH FAMILIES

P&C News in the weekly school newsletter, Class Dojo posts, and the P&C website (<https://clemtonpark-ps.com/>) were the main channels of communication with families in 2022. Printed flyers were distributed for some events, including the Easter Raffle and Movie Night Invitations. The suggestion box that was created in 2021 and allows members of the school community to get in contact with the P and C has continued to be used across 2022.

UNIFORM SHOP

<https://clemtonpark-ps.com/uniform/>

In April this year myself and Jenny Kay started the handover of the Uniform Shop Co-ordinator role to Shona Sylvester. Sophia Tragoustis also started volunteering in a support role to Shona. The transition to this new team was extremely smooth with both Shona and Sophie being very quick and eager to learn their new roles. From mid-late April, they had taken the reins and were able to manage the shop and orders independently. I was around to assist with questions that arose, but I was rarely needed. The new team was a great asset to the school, providing outstanding service across 2022.

I would like to thank Jenny Kay for working with me in the shop for five years. Her dedication to keeping things neat and tidy and working tirelessly to get orders to classrooms every Thursday was noticed and appreciated.

Thanks also to the office staff who assist each week with management of pickups/returns/exchanges on behalf of the P and C.

Kindergarten orders

The Uniform Shop catalogue, which I created in 2020, was again shared with to Kindergarten families, providing high quality photographs and information about the uniform requirements. Once again, Kindergarten families were offered a

one-off discount code for 10% off their order and were provided with a list of suggested items in their 'Welcome Packs'. This system seems to have worked well and many families purchased more items than usually provided in the Kindy Uniform Pack which was dropped in 2020.

Second-hand Uniform Shop

Deputy Principal Sally D'Arrigo, with assistance from Julie Daveron, organised second-hand uniform sales in Terms 1 and 4. The P&C appreciates the school's assistance with this sale as it is important to continue to provide this service for families as a low-cost and sustainable way of ensuring every student has access to a school uniform.

KINDERGARTEN ORIENTATION

As President of the P and C, I presented a short 3-4 minute speech to the new Kindergarten parents in the hall while their children were in their orientation classes. In this speech, I welcomed the families, explained the role of the P and C in the school and detailed how much the children enjoy seeing their parents and guardians around the school.

Kindergarten Welcome Pack

As with previous years, the P&C provided a document for inclusion in the 'Kindergarten Welcome Pack' which outlined the aims of the P&C and information about how to become a member.

YEAR 6 FAREWELL

The Year 6 Liaison Rena Malatestas worked with the P&C to provide funds toward the traditional Year 6 Farewell activities, including a year book, student gift, and farewell dinner held at Canterbury Hurlstone Park RSL.

The Year 6 Committee succeeded in providing the students with a night to remember. To streamline the process of organising the Year 6 activities, the school will take over the organisation of the graduation dinner in 2023 with the Year 6 committee focusing their attention more towards the year book.

FUNDRAISING

2022 was a great year for fundraising at CPPS. After two years of limited opportunities for fundraising due to Covid-19 restrictions, the community really showed great support to all of the events that we held across the year.

The P and C fundraising, along with profits from the Uniform Shop meant that we were able to donate \$50, 000 to the school in 2022.

I was absolutely thrilled to have been able to present this to Mr Paul Robinson on the day of the end of year concert in front of all of the students and the greater school community. This was a great opportunity for the community to celebrate how much of an impact their individual contributions made.

Fundraising activities included:

- Easter Raffle
- Mother's Day Stall
- Election BBQ
- Memory Tree Leaves
- Athletics Carnival BBQ
- Gingerbread House drive
- Crazy Camel Artwork
- Movie Night
- Disco

Easter Raffle

Donations of eggs from the school community, as well as donations from Woolworths made for a huge Easter raffle again in 2022. The main prize was a Family Pass to Jamberoo. The P and C contributed \$200 towards buying the bags for the prizes as well as some nut free eggs.

Mother's Day Stall There was a range of great gifts priced at \$5, \$10 and \$15. A limited number of \$1 gifts were also be available for purchase. The gifts consisted of new purchases and the \$1 gifts were old stock that had not been sold in previous years. 2022 gifts included: candles, socks, mugs, bath bombs, soaps, and travel mugs. The sorting of the gifts is a big job and for future reference, this job needs to be completed by at least four people. Students brought cash with them on the day and teachers and parent volunteers assisted them to make their purchases.

Athletics Carnival BBQ

The athletics carnival BBQ was managed by Gabrielle and Sabrina with help from other parents on the day. This event is always a tricky one to manage but it's a valued service for the students and staff. It was noted after this year's event that some revision needs to be made to the ordering system to streamline the ordering, packing and distribution of food for next year.

Gingerbread House Drive

This was the second time that we ran this fundraiser however it did not seem to gain as much traction as it did in 2021. It's a fundraiser that does not require any time or effort of the P and C though, so it's an easy one to raise funds.

Crazy Camel Artwork Drive

This fundraising initiative required significant input from the school, but particularly the teachers and for that I would like to extend my highest thanks.

Students used the provided papers to create an artwork in class and then the pages were sent to Crazy Camel and were uploaded to a site where parents could choose what items they would like the images printed onto.

The first round of this was very successful, but there were some families who missed out, so we were able to open the sales again for a short period during which many of those who had already purchased actually purchased again. This was a fantastic fundraiser not only because of the profits raised, but it was also a fabulous way to link the classroom, the parents and the P and C together. The only downside to this was that sorting all of the products to give to students was a laborious job and so the suggestion was to pay a little extra to Crazy Camel to have them do that part in the future.

Movie Night

The movie night was our biggest event of the year. It was a full school family event held on the second weekend of September on top field.

Big Screen Hire was the company we used to set up the giant (blow up) screen and we also had a coffee van and a gelato station there. Parents bought tickets to the event for themselves and their children we limited this to 500 but sold out within days of the event and ended up seeking permission from Paul (Principal) to extend this by another 20 or so.

Gates opened around 3:00pm where the parents could set up their picnic spot while the children participated in 'old school' games that were managed by CPPS teachers and parent volunteers. Children earned one ticket for every game they participated in and right before the film we drew a raffle where each of them won a \$20 gift voucher (donated by Jenny Kay).

We had a sausage sizzle available for purchase as well as drinks. All of the fundraising food and drinks were managed with a voucher system where parents would purchase a voucher for the items they wanted and present it to the vendor - this saved having cash all over the school.

We also sold sponsorships to local businesses and displayed their logos on all advertising and on the screen before the movie. Overall, this event was a huge success and something that the parents and students talked about for weeks afterward. It really felt like the CPPS community was back together!

Memory Tree Leaves

This is a relatively small fundraiser for the P and C but something that adds character and personality to the school. Students design a leaf-shaped artwork and then it is etched onto a coloured metal leaf and placed on the 'tree' outside the office. Students like seeing their leaves on the tree and it is a bright and warm welcome for anyone entering the school.

Disco

The disco was another student favourite of the year. This event was held in the hall with a session for younger students and a session for older. Outside the hall, there was a sausage sizzle, fairy floss, snow cones and popcorn sales, sweet treats and glo products for sale. This was another fantastic community event that parents and students alike enjoyed.

Bec Kay

P&C President

Message from the students

Being the school captains for 2022 has been an honourable privilege.

Clemton Park Public school caters for approximately 600 students each year. All year round the captains and prefects are very busy helping to maintain the school in many ways. Each week the captains and prefects are allocated different jobs. These jobs include office duties, canteen duties, reflections, morning lines and flags and gates. That is not the only leadership opportunities that happen at Clemton Park Public School. At Clemton Park everyone is a leader in their own way. We have many leadership opportunities by joining the SRC, EST, class captains, library monitor, house or vice captains and captains and prefects.

Throughout this year we have had many opportunities to represent the student body attending canteen meetings and annual report meetings. At Clemton Park students are always striving to be the best they can be and learn as much as they can each day. Students are given the choice to achieve this by participating in sporting events, Greek dancing, choir, band, public speaking and debating.

As captains of Clemton Park Public School we believe the school has many great aspects and opportunities provided for each student. So we would like to thank the teachers and students for electing us captains for 2022 and for a lovely seven years.

Masha and Brody

School Captains



Year 6 camp

School vision

At Clemton Park Public School we believe in the transformative power of education. Building a sense of belonging within the community, we create a respectful and inclusive culture of high expectations. Students are empowered to embrace opportunities to become successful, responsible leaders who are passionate about their learning.

"Let us play, let us learn

Let us strive and let us dream"

Clemton Park School Song

School context

Clemton Park Public School is located in Inner West Sydney and has a student enrolment of approximately 540.

Our school is supported by a motivated and dedicated team of staff working in close partnership with a proactive and involved community. Our school is recognised in the community for academic achievement, student wellbeing and sport.

Community language programs support students in maintaining and developing further communicative competence in their community language. Notably, 83% of our students have a language background other than English with most requiring some level of EAL/D (English as an Additional Language or Dialect) support. There are 43 cultural groups represented within the school. Greek is the most significant cultural group representing 43% of the school population. Less than 2% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

Extra-curricular opportunities in sport, creative and performing arts including choir, dance groups, band, public speaking and debating enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to personalised learning. Work will continue around how teachers can successfully plan for and deliver quality differentiated programs to all students. Quality summative and formative assessment tasks and data collection practices will develop greater consistency of judgement across the school. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

Our work with individual students is responsive and closely monitored. Individual and targeted support is provided to improve growth. Regular tracking and monitoring of students will be carried out to assess the impact of this support. Structures are in place to identify students who need intervention through the school's tiered system of support led by the Learning and Support Teachers.



Book Week

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy staff will embed evidence based data driven practices and quality assessment ensuring all students have access to personalised learning.

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.

- Quality Assessment
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$43,545.00

Per capita: \$25,000.00

Summary of progress

Quality Assessment

This year, all staff engaged in the consistent collection and analysis of formative and summative student assessment data. PAT assessments were introduced in term one and staff were provided with professional learning on administering the assessment and analysing the data. Students from grades 2 - 6 completed maths and reading assessments and this data was then used to inform teaching and practice and meet learning needs of students.

The maths committee presented PL workshops to staff on the numeracy progression - Quantifying Number and Additive Strategies indicators. This professional learning supported staff with the skills to create quality summative assessments for each grade. These assessments were carried out, moderated and inserted into PLAN2 on DNA week.

The English committee also presented PL workshops on the literacy progression - Creating Texts and Understanding Texts. Staff were upskilled in creating and developing summative assessments to support the entering of PLAN2 data for the sub-elements. As a result of creating these assessments, staff were able to use these indicators to create student goals to support students' articulation of learning.

Staff aligned quality summative assessment to the learning progressions for consistent judgement in student reports. There was consistent monitoring of reading levels K-2.

Next year we will continue to administer PAT 2-6, Interview for Student Reasoning for targeted students, re-assess targeted Year 1 students using Phonics Screener Assessment and Phonological Awareness for Kindergarten and targeted students in Year 1 and 6. We will revisit professional learning on fluency and administer the fluency assessment tool 3-6 to gain an insight into the oral reading fluency ability of students to support decision making when developing teaching and learning programs. We will continue to use formative assessment flexibly and responsibly as integral part of daily classroom instruction to meet the learning of students. Summative assessments will be adapted and refined to reflect the new English and mathematics syllabus outcomes. Our assessment practices support student learning and growth.

Data Driven Practices (DNA weeks)

This year the APC&I provided Professional Learning for all staff on data driven practices and how to analyse data effectively. This enabled staff to confidently analyse data which was used to inform teaching and learning programs and teacher practice. Regular collection and analysis of data was used to facilitate discussion of student progress, plan for future learning and to provide explicit feedback to students and parents in reports and parent teacher interviews.

During the DNA weeks staff became more confident in moderating assessments to support consistent evidence based judgment and tracking data in PLAN2. Staff also engaged in the triangulation of data by reviewing NAPLAN, Check-in Assessment and TTFM surveys to inform future planning and for the introduction of the new syllabus.

Next year staff will track students across all indicators for the sub-elements of Additive Strategies and Understanding

Texts to make the process of analysing data more effective and achieving our 2023 progress measures. Summative and formative assessments will be utilised to provide valid data for student progress and achievement. Staff will continue to share assessment criteria with students and provide opportunities for students to receive feedback on their learning through PLAN2.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to meet or exceed upper bound system negotiated target of 54.4%	2022 NAPLAN data indicates 50% of students in the top two skill bands for reading indicating the schools exceeded the lower bound the system negotiated target. Indicating a trend towards the upper bound system negotiated target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to meet or exceed upper bound system negotiated target of 46.8%	2022 NAPLAN data indicates 30% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
71.8% of students achieve expected growth in reading to meet or exceed the upper bound system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
74% of students achieve expected growth in numeracy to meet or exceed the upper bound system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage from 2021 results of students who have achieved the expected grade level of the understanding texts sub element of the Literacy Progressions.	There was an increase of 70% students who have achieved the expected grade level of the Understanding Texts sub element of the Literacy Progressions.
Increase the percentage from 2021 results of students who have achieved the expected grade level of the additive strategies sub element of the Numeracy Progressions.	There was an increase of 70% students who have achieved the expected grade level of the additive strategies sub element of the Numeracy Progressions.
Work towards 'Excelling' in domain of Assessment as evidenced in the themes of 'Formative assessment' and 'Summative assessment.'	Our school continues to work towards 'Excelling' in domain of Assessment as evidenced in the themes of 'Formative assessment' and 'Summative assessment.'
Work towards 'Excelling' in domain of Data skills and use as evidenced in the theme of 'Data use in teaching.'	Our school continues to work towards 'Excelling' in domain of Data skills and use as evidenced in the theme of 'Data use in teaching.'



Working with parents for Open Day

Strategic Direction 2: Quality Teaching

Purpose

To enhance quality teaching and learning programs so they are dynamic and meet the needs of students at different levels of achievement allowing for the articulation of their future learning goals.

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.

- Teaching and Learning Programs
- Differentiation

Resources allocated to this strategic direction

Per capita: \$20,000.00

Summary of progress

Teaching and learning programs

This year the school reviewed the scope and sequence of teaching and learning programs to reflect the changes in the new K-2 English and maths syllabuses. Staff professional learning was led in the K-2 English Syllabus by the (Assistant Principal Curriculum and Instruction) APCI. At Stage level staff made ongoing reviews of learning programs in English and maths to ensure outcomes are being addressed; for example, in the implementation of Stage 1 quality texts and the use of mentor texts.

At Stage level and during collaborative planning, staff reviewed the overview of learning in English and maths to ensure learning is sequential. We reviewed assessment tasks to align with the Australian Curriculum Numeracy Learning Progression and Literacy Learning Progression, and reviewed and confirmed the indicators included in reports to parents. Teaching and learning programs used reliable assessments that tracked student progress and achievement. Additionally, through the Data and Assessment Week (DNA) Week Cycle, learning programs were revised to reflect the aims of assessments in the Creating Texts and Understanding Texts sub-elements of the Literacy Learning Progression. As part of this process, we reviewed assessment tasks based on NSW syllabus indicators, and reviewed future student learning goals in reports to parents. External data such as NAPLAN and Check-in results informed class programming throughout the year - for example, a renewed reading comprehension focus in Year Four reading.

In 2023, following on from the work in K-2, the school will continue to review scope and sequences 3-6 in English and Maths. We will engage with the new English and Maths syllabuses, and begin to modify our 3-6 teaching and learning programs. We will update our K-6 Maths scope and sequences in line with the new syllabus - including personal learning in maths. The school assessment committee will review the program template encompassing outcomes, indicators, lesson content, assessment, differentiation, learning intentions and success criteria. Assessment tasks will be extended to high potential and gifted and students.

Differentiation

This year, the school reviewed teaching and learning programs to allow for greater differentiation to meet the needs of students identified at different levels of achievement; for example, a review of reading groups in K-2, and a review of the types of texts used in guided, shared, and modelled reading. Differentiation was also reflected in the changes to assessment tasks and reporting processes to parents. The DNA Week Cycle allowed collaborative moderation (consistent teacher judgment) of assessment results to inform differentiated programming. Student goal setting linked to Literacy and Numeracy Progression indicators was clearly differentiated, with data walls used as visible learning. Differentiated student goal setting provided opportunities for students to articulate their learning and know what they needed to learn next.

In 2023, the school will continue to review and adjust learning programs to allow greater student differentiation. We will continue to use differentiated student goal setting based on indicators of the Literacy and Numeracy Progression.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage from 2021 results of staff that 'always' provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria.	There was a slight decrease from 40% to 38% staff that 'always' provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria.
Increase the percentage from 2021 results of students who indicate that the teacher sets high expectations within which they effectively develop their knowledge, understanding and skills.	There was a slight decrease from 87% to 86%.
Increase the percentage from 2021 results of staff that 'always' provide students with opportunities to reflect on their progress to inform future learning goals.	There was a slight increase staff that 'always' provide students with opportunities to reflect on their progress to inform future learning goals.
Increase the percentage from 2021 results of staff that 'always' use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.	There was a slight decrease from 20% to 13% of staff that 'always' use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.
Increase the percentage from 2021 results of students who indicate that they could articulate their learning and understand what they needed to learn next.	There was a slight increase from 72% to 73% in students who indicated that they could articulate their learning and understand what they needed to learn next.
Work towards 'Excelling' in domain of Curriculum as evidenced in the theme 'Differentiation.'	Through the DNA Week cycle, once a term, teaching and learning programs were adjusted to address individual needs by revising programs, and creating assessments linked to the Literacy and Numeracy Progression. Tracking and monitoring of student progress on PLAN2 (Planning Literacy and Numeracy) enabled differentiation of teaching and learning programs to support and challenge students. With the leadership of the new APCI role, a writing cycle K-2 was established linked to the new English syllabus. Teachers K-6 involved students in goal setting based on the Literacy and Numeracy Progression, using data walls, and goal setting books to support learning and the articulation of expected student outcomes..



Our NAP students

Purpose

To provide effective systems of intervention and a planned approach to student wellbeing to better meet the individual needs of students..

Initiatives

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

- Personalised Learning
- Student Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$156,012.00

QTSS release: \$111,933.00

School support allocation (principal support): \$30,329.00

Integration funding support: \$57,774.12

English language proficiency: \$331,901.00

Socio-economic background: \$52,570.00

Per capita: \$101,807.00

Aboriginal background: \$10,202.00

Summary of progress

Personalised Learning

Our focus for 2022 was to continue to provide an effective tiered approach to personalising learning, utilising staff expertise. In Term One, specialist and classroom teachers collaborated to analyse student needs using PLAN2, EAL/D phases, classroom complexity data, Personalised Learning and Support Plans, Personalised Learning Pathways and Learning Support Team information. Staff collaborated to plan, develop and document sequenced teaching and learning programs. During Semester One, EAL/D staff provided professional learning for class teachers in understanding the EAL/D Progressions. This supported staff to understand and add the EAL/D progression data for each student to their Semester One reports.

During Term 2, class and EAL/D specialist teachers collaborated to plan, develop and document sequenced teaching and learning programs to meet the needs of EAL/D students. This occurred during collaborative planning week at the end of Term 2. It was hampered by EAL/D staff and other staff absences, which meant specialist staff were often teaching classes. These absences were due to COVID.

All support groups were reviewed at the end of Semester One. Changes were based on learning data from PLAN2 and other assessments such as PAT. EAL/D progressions and ESL scales and assessment data were utilised to assess EAL/D students and modify their withdrawal groups. Further assessment to triangulate learning data, such as through the implementation of PAT assessments, assisted with consistency across the school, to ensure we 'catch' all students.

Specialist teachers and SLSO staff provided in class, withdrawal groups and individual student support which was reviewed each semester. Students were identified as being 'tier 1, 2 or 3' depending on their level and type of support. Sharing the data analysis of students, created a deep commitment and understanding of student needs across the school by staff. Additional SLSO staff were employed throughout the course of the year.

Next year, the whole school will be undertaking the professional learning course of TELL (Teaching English Language Learners). This course will be run by the EAL/D consultant throughout Term 1. Teaching English Language Learners (TELL) provides a comprehensive program of professional learning to support teachers of EAL/D learners across the range of school subject areas. It reflects current EAL/D pedagogy research and NSW priorities in literacy, numeracy, assessment and Quality Teaching. The aim of the professional learning program is to equip mainstream teachers with the professional knowledge and practice needed for effective and confident language and literacy based teaching of EAL/D students within their curriculum area.

Student Wellbeing

This year we aimed to refine a whole school approach to wellbeing and engagement using evidence based approaches and through the collection, analysis and use of feedback from all stakeholders. The Wellbeing Team analysed current behaviour information and Learning Support Team data to assist in the creation of the Clemton Park Public School Values and Behaviour Matrix, based on the school values. During Term 3, all staff took part in professional learning that was designed and delivered by members of the Wellbeing team. A series of lessons based on positive behaviour were delivered to all students, while parents received the Matrix and associated information via the school newsletter.

Next year in this initiative we will continue to teach explicit lessons within the values and behaviour matrix and collect data to determine whether its use has improved behavioural understanding across the school. Through the use of surveys we will determine if there has been an uplift in the reporting of positive wellbeing by the students, after the continued implementation of wellbeing initiatives across the school.

Other initiatives to target student advocacy, a sense of belonging and to increase engagement and attendance were planned. These included excursions, music festival performances, incursions, buddy activities, COS showcase, COS band performance and the P&C movie night. Through the use of the TTFM, student feedback indicated a slight positive upward trend. Students with high attendance were not acknowledged in the newsletter, due to feedback we received last year..

Next year, the whole school will be undertaking professional learning course in Trauma Informed Practice. This course will be run by the Assistant Principal Learning and Support throughout Term 2. Trauma Informed Practice is a strengths-based framework which is founded on five core principles - safety, trustworthiness, choice, collaboration and empowerment as well as respect for diversity.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage from 2022 results of students reporting positive wellbeing in the TTFM survey.	There was a slight increase of 0.04% from the baseline of students who reported positive wellbeing through the Tell Them From Me survey..
By 2022 an uplift of 4.8% from the baseline of students attending greater than 90% of the time.	58.3% attending greater than 90% of the time.
Increase the percentage from 2021 results of students who indicate that the teacher targets the learning in the classroom at their level.	There was a slight increase of 1% from the baseline of students who reported indicated that the teacher targets the learning in the classroom at their level.
'Sustaining and growing' in the domain of Wellbeing.	We are currently "Sustaining and Growing" within the element of Wellbeing.



COS Band Workshop

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,774.12</p>	<p>Integration funding support (IFS) allocations support eligible students at Clemton Park 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"> • Personalised Learning <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <p>* Students were able to engage in the curriculum on the same basis as their peers as evidenced through their reports.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Review and adjust PLSPs in consultation with students and parents • Implement PLSPs • Review and adjust PLSPs throughout the year
<p>Socio-economic background</p> <p>\$52,570.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clemton Park 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement the Learning Assistance Program (LAP) to support identified students with additional needs. LAP groups established within the class. SLSOs were assigned classes to support the implementation of the program. <p>The allocation of this funding has resulted in the following impact:</p> <p>* Personalised learning for students identified as "tier 1, 2 and 3" in the Learning and Support Policy. This was reflected in their PLSPs.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • In class regular timetabled support for prioritised classes based on PLAN2 data and classroom complexity analysis. • Class and LaST specialist teachers collaborate to plan, develop and document sequenced teaching and learning programs to meet the needs of students. • Student support groups are reviewed at the beginning of the year and each semester • Review Ind groupings within the LAP groups
<p>Aboriginal background</p> <p>\$10,202.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Clemton Park 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</p>

<p>Aboriginal background</p> <p>\$10,202.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Review and adjustment of PLPs in consultation with students and parents • Implementation of PLPs • Review and adjustment of PLPs throughout the year. <p>* Enhanced connection with Aboriginal heritage and culture through specialist external agencies eg Koomurri</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* review of these pathway plans at the end to form the basis of next year's plan</p>
<p>English language proficiency</p> <p>\$331,901.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Clemton Park 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <p>* better identification processes for each student from an EAL/D background and their respective phase. This then led to personalised learning for students as they were grouped according to these phases and engaged in targeted instruction</p> <p>* staff were able to identify and report on each EAL/D student in their class</p> <p>* staff were able to develop their understanding of the EAL/D progressions and use this to plan differentiated learning within their class.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • PL in EAL/D progressions • provide Stage and class intervention through withdrawal and in class support focusing on students at the Beginning & Emerging phase. This includes co teaching. • in class regular timetabled support for prioritised classes based on PLAN2 data and classroom complexity analysis • class and EAL/D specialist teachers collaborate to plan, develop and document sequenced teaching and learning programs to meet the needs of EAL/D students • Student support groups are reviewed at the beginning of the year and each semester
<p>Low level adjustment for disability</p> <p>\$156,012.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Clemton Park 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</p>

<p>Low level adjustment for disability</p> <p>\$156,012.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • review and adjust PLSPs in consultation with students and parents • SLSO are allocated to identified students to support the implementation of the PLSPs • LAP groups established within the class. SLSO are assigned classes to support the LAP • provide Stage and class intervention through withdrawal and in class support. • in class regular timetabled support for prioritised classes based on PLAN2 data and classroom complexity analysis <p>The allocation of this funding has resulted in the following impact:</p> <p>* individual and small group targeted instruction with support from a SLSO for identified students.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • class and LaST specialist teachers collaborate to plan, develop and document sequenced teaching and learning programs to meet the needs of students. • student support groups are reviewed at the beginning of the year and each semester • review Ind groupings
<p>Professional learning</p> <p>\$43,545.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Clemton Park 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • English committee unpacked the 'understanding texts' sub element of the Literacy Progression. This professional learning led to staff utilising PLAN2 to create groups and the implementation of data walls. This professional learning was enhanced through the moderation of work samples and collegial discussion to support the consistency of teacher judgement. Staff then utilised this knowledge to create future learning goals for students. • math committee unpacked the 'additive strategies' and 'quantifying number' sub elements of the Numeracy Progression. This professional learning led to staff utilising PLAN2 to create groups and the implementation of data walls. This professional learning was enhanced through the moderation of work samples and collegial discussion to support the consistency of teacher judgement. Staff then utilised this knowledge to create future learning goals for students. <p>The allocation of this funding has resulted in the following impact:</p> <p>* this professional learning led to staff utilising PLAN2 to create groups and the implementation of data walls. This professional learning was enhanced through the moderation of work samples and collegial discussion to support the consistency of teacher judgement.</p> <p>* the professional learning was reflective of the teaching standards and the School Excellence Framework. As a record is kept of all professional learning and the areas it is targeting this will help with our External Validation in 2024.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* this professional learning led to staff utilising PLAN2 to create groups and the implementation of data walls. This professional learning was enhanced through the moderation of work samples and collegial discussion to support the consistency of teacher judgement.</p>

Professional learning \$43,545.00	<p>* the professional learning was reflective of the teaching standards and the School Excellence Framework. As a record is kept of all professional learning and the areas it is targeting this will help with our External Validation in 2024.</p>
QTSS release \$111,933.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clemton Park 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • provide Stage and class intervention through withdrawal and in class support • in class regular timetabled support for prioritised classes based on PLAN2 data and classroom complexity analysis • class and LaST specialist teachers collaborate to plan, develop and document sequenced teaching and learning programs to meet the needs of students <p>The allocation of this funding has resulted in the following impact: QTSS funding was combined with our LaST entitlement to allow the school to have specialist teachers work with K-2 and 3-6 respectively. This provided the opportunity for co teaching leading to the development of teaching skills within the classroom and the targeted intervention for small groups of students.</p> <p>After evaluation, the next steps to support our students will be: use a systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement</p>
COVID ILSP \$96,760.00	<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 2022.</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/numeracy - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: * personalised learning for grades 2-6. The groups are comprised of 8 targeted students. Evidenced based practice through What Works Best Best to set high expectations, provide efficient, relevant and timely feedback and use data to inform my practice. Creation pre and post assesment tasks to track growth and impact. Utilisation of the Literacy and Numeracy hub for resources and assessment. * pre and post analysis of formative and summative assessment to inform future teaching and learning activities.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$96,760.00</p>	<ul style="list-style-type: none"> * analysis and impact of the data informed the teacher of students that need to come on and off the program. This also allowed for recognition of students that need to be referred to the learning support team. * review the focus of the groups and students on a five weekly cycle
<p>Per capita</p> <p>\$146,807.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Clemton Park 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"> • Data Driven Practices • Differentiation • Personalised Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • review and adjust PLSPs in consultation with students and parents • SLSOs are allocated to identified students to support the implementation of the PLSPs • LAP groups established within the class. SLSO are assigned classes to support the LAP <p>The allocation of this funding has resulted in the following impact:</p> <p>* personalised learning for students identified as "tier 1, 2 and 3" in the Learning Support Policy. Students in tier 1 and 2 had the PLSPs implemented following a period of consultation. These were then reviewed through the course of the year. Students in tier 3 were supported in the learning by a SLSO.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • provide Stage and class intervention through withdrawal and in class support. • in class regular timetabled support for prioritised classes based on PLAN2 data and classroom complexity analysis • class and LaST specialist teachers collaborate to plan, develop and document sequenced teaching and learning programs to meet the needs of students • Student support groups are reviewed at the beginning of the year and each semester • Review Ind groupings



Easter Hat Parade

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	320	323	317	301
Girls	272	268	264	266

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	93.0	93.5	92.0
1	94.5	94.1	94.0	89.4
2	94.3	93.9	94.5	88.1
3	92.8	93.0	94.6	89.4
4	93.3	90.2	94.7	89.7
5	94.4	92.6	92.1	89.6
6	91.5	93.1	94.3	85.0
All Years	93.5	92.9	94.0	89.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.02
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	4

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,195,887
Revenue	6,522,907
Appropriation	6,107,244
Sale of Goods and Services	23,869
Grants and contributions	377,333
Investment income	14,162
Other revenue	300
Expenses	-6,616,655
Employee related	-5,435,580
Operating expenses	-1,181,075
Surplus / deficit for the year	-93,749
Closing Balance	1,102,138

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.

	2022 SBAR Adjustments (\$)
Targeted Total	40,127
Equity Total	550,685
Equity - Aboriginal	10,202
Equity - Socio-economic	52,570
Equity - Language	331,902
Equity - Disability	156,011
Base Total	4,245,444
Base - Per Capita	146,807
Base - Location	0
Base - Other	4,098,637
Other Total	1,037,502
Grand Total	5,873,758

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

In 2022, the school sought the opinions of parents, students and teachers about the school. This was sought through the TTFM surveys, People Matters survey and school based surveys through Microsoft Forms. All school community members were given the opportunity to comment on aspects of school life that they considered we do well at Clemton Park Public School and areas they considered we could improve on.

Background

All students, staff and parents were asked to complete an end of year survey. A summary of their responses is presented below.

Students

The majority of students indicated the following aspects of school life are considered strengths of Clemton Park Public School: schooling is useful in their everyday life and will have a strong bearing on their future; students are interested and motivated in their learning and students have friends at school they can trust and who encourage them to make positive choices.

Students indicated that the school could improve in the following aspects: understand there are clear rules and expectations for classroom behaviour; teachers could set clearer goals for learning, establish expectations, check for understanding and provide feedback.

Parents

Parents indicated the following aspects of school life are considered strengths of Clemton Park Public School: community, education, inclusion; adherence to NSW Government policies, information handling, technology; buddy classes, boost program, extra-curricula opportunities; communication, community spirit and some wonderful teachers; teachers are excellent and are clearly very committed to the students; great extracurricular activities with a wide range of sport, band, dance and choir, dance; commitment to the wellbeing of students

Parents indicated that the school could improve in the following aspects: more outdoor learning; practice empathy more consistently, cultivate true celebration of diversity.

Staff

The majority of staff indicated the following aspects of school life are considered strengths of Clemton Park Public School: collaboration, assessment, high school morale; communication and support; assessment, extra-curricula, wellbeing; better at collecting data to inform practice; moderating work samples; sense of community, teacher professional learning and development, wellbeing; collecting data, working collaboratively with staff/stage, clear lesson expectations, data collection, high expectations; many opportunities for students eg, sport, music, public speaking, tournament of the minds.; looking after students who need extra support - very caring towards and want to help, support each other.

Staff indicated that the school could improve the following aspects: allow increased teaching time and less data collection; a focus on effective team-teaching and time to moderate and collaborate with other staff members on the stage.

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.