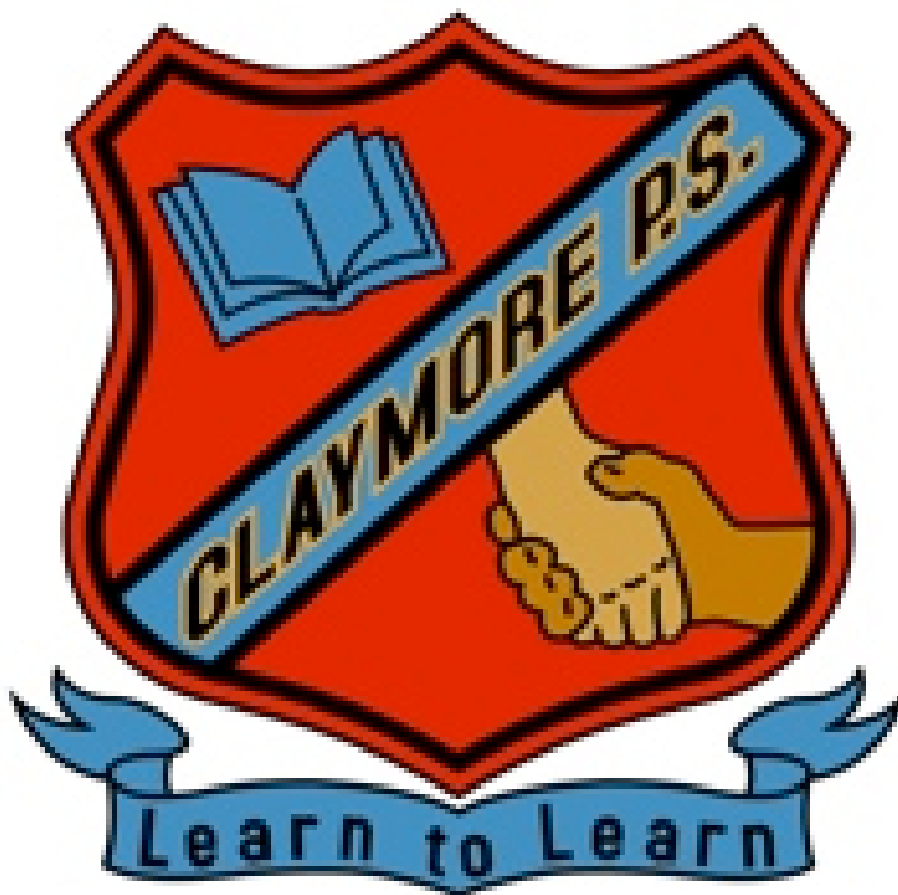


2022 Annual Report

Claymore Public School



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Introduction

The Annual Report for 2022 is provided to the community of Claymore Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Claymore Public School

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School vision

VISION

Claymore Public School strives for excellence in education:

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

VALUES

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

School context

Claymore Public School is situated in South Western Sydney, and is part of the Campbelltown Network of schools for the Department of Education. The school has an enrolment of 302 students P-6, including 58 students in the support unit (consisting of IM, IO, Autism and Early Intervention classes). There are 57% of students from a Language Background other than English and 19% of students identify as Aboriginal and Torres Strait Islander. The school has an ICSEA (Index of Community Socio-Educational Advantage) of 892 and FOEI (Family Occupation Employment Index) of 163.

The school successfully caters for students from diverse language, cultural and socio-economic backgrounds, and aims to develop the whole child and cater for individual differences, providing many programs to support specific needs.

The school continues to build on quality teaching, learning and leadership practices, with a focus on improving student results in literacy and numeracy. The school implements a dynamic, innovative and differentiated professional learning model to enhance teaching, learning and leadership practices across the school.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes in reading and numeracy.

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

Initiatives

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

- Effective classroom practice
- Data informed practice

Resources allocated to this strategic direction

Professional learning: \$16,749.00

Per capita: \$76,971.29

AP Curriculum & Instruction: \$64,260.40

Socio-economic background: \$251,731.34

Summary of progress

Our focus for 2022, was to enhance explicit teaching practices in literacy and numeracy by supporting teachers in the implementation of curriculum delivery. Teacher professional learning from our Assistant Principal - Curriculum and Instruction, on the new English syllabus was delivered to all staff. Student learning outcomes were tracked through the collection and analysis of assessment data. Our AP C&I and AP (Stage 1) developed a curriculum and assessment guideline to best support the implementation of the new English and Mathematics syllabus requirements with training provided.

The employment of SLSO support, through the use of equity funds, was crucial in assisting teacher to support student achievement in English and Mathematics throughout the school.

In 2023, our school executive will participate in the LEED Professional Learning that will look to enhance our use of data informed practice to ensure teaching and learning is optimised for our students and teachers.

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
8.1% uplift of students achieving the Top 2 bands for reading in NAPLAN from our baseline data.	2022 NAPLAN data indicates 21.31% of students in the top two skill bands for reading indicating the school exceeding the system negotiated target.
7.8% uplift of students achieving the Top 2 bands for numeracy in NAPLAN from our baseline data.	2022 NAPLAN data indicates 14.04% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however, progressed beyond the target baseline by 7.79%
Increase the proportion of students achieving expected growth in NAPLAN reading by 4.2% from our baseline data.	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 proportion of students achieving expected growth in NAPLAN numeracy by 5.8% from our baseline data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Ongoing Staff Improvement

Purpose

For all staff to improve their practice.

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

Initiatives

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

- High Impact Professional Learning
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$45,968.40

Professional learning: \$6,748.00

AP Curriculum & Instruction: \$146,539.00

Summary of progress

Our focus for 2022 was to further develop how our teacher's collaborated within the school so that teacher practice was enhanced. Stage teams were provided release time every 5 weeks so that they could come together and work in stage teams. These sessions were led by our AP C&I and executive staff, with the focus being on teacher professional learning, building stronger relation trust amongst teachers and enhancing teacher pedagogy. The pandemic and difficulty in sourcing available casual staff to support the implementation of our collaboration model continued to impact the effectiveness our our model.. in 2023, Claymore Public School will aim to use equity funds to source temporary casual staff above our entitlement to support the implementation of our collaboration model and also provide staff with the new requirements of the increased hours of release from face-to-face teaching. This will hopefully ensure our model will be able to run consistently next year.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework to <i>Delivering</i> in the theme of Explicit Instruction (Teaching Domain)	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Explicit Instruction.
Improvement as measured by the School Excellence Framework to <i>Delivering</i> in the theme of Data Skills and Use (Teaching Domain)	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.
Improvement as measured by the School Excellence Framework to <i>Delivering</i> in the theme of Professional Standards (Teaching Domain)	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Professional Standards.
Improvement as measured by the School Excellence Framework to <i>Delivering</i> in the theme of Learning and Development (Teaching Domain)	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning and Development.

Strategic Direction 3: Quality Engagement

Purpose

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

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

Initiatives

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

- Professional Practice
- Attendance Partnerships, Systems and Processes

Resources allocated to this strategic direction

Professional learning: \$10,000.38

Low level adjustment for disability: \$34,476.00

Socio-economic background: \$50,000.00

Summary of progress

A focus for Strategic Direction 3 in 2022 was to continue with enhancing staff understanding around wellbeing practices and attendance procedures whilst applying student centered approaches to foster a sense of belonging and engagement.

In the initiative of wellbeing, addressing the Wellbeing structures within our school and amplifying a student centered approach to wellbeing became key drivers.

Staff were immersed in quality professional learning of the wellbeing structures within our school during collaboration time. This enabled staff to develop their knowledge and utilise their understanding to create a shared understanding of wellbeing at Claymore Public School through a rigorous and collaborative process.

In the initiative of attendance Claymore Public School focused on improving the attendance of all students by establishing a positive and welcoming school culture with students, parents and carers to create a strong sense of belonging. Improving attendance in 2022 was faced with many barriers. Continued responses to COVID smart settings hindered our ability to create momentum in ensuring students were attending above 90% of the time. In response, communication and visibility around attendance was of high importance. In 2022, despite the barrier of COVID smart settings, the visibility and transparency of attendance increased whole school community awareness of the importance and value placed on this school target. Attendance will continue to be a high priority for 2023, with particular emphasis on attendance procedures including a targeted program for at risk students, the reinforcement of other attendance initiatives.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.	The number of Aboriginal and Torres Strait Islander students attending greater than 90% of the time or more has decreased by 6.3%.
2% uplift in the proportion of students attending school 90% of the time.	The number of students attending greater than 90% of the time or more is 31.4% which has decreased by 23%.
1.2% uplift of students experiencing positive wellbeing at school from our baseline data (Tell them from Me	Tell Them From Me data shows a decrease of 0.35% of reported positive wellbeing, including a 3.55% decrease in advocacy at school (83.95% overall), 3.32% increase in sense of belonging (72.84% overall) and 0.84%

Survey -advocacy, belonging and expectations)

decrease in expectations of success (96.3% overall).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$92,570.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Claymore Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • consultation with external providers for the implementation of support for identified students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$667,699.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Claymore Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • High Impact Professional Learning • Attendance Partnerships, Systems and Processes • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in class and individual student program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Increase in student achieving top 2 band in Yr 3 & Yr 5 reading. Growth in our Yr 3 & Yr 5 numeracy target. Increase in student Phonic acquisition in Yrs K-2.</p> <p>After evaluation, the next steps to support our students will be: Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will develop programs to increase student attendance rates.</p>
<p>Aboriginal background</p> <p>\$55,659.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Claymore Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$55,659.25</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. The majority of our Aboriginal students achieved their PLP goals K-6. Our Aboriginal students NAPLAN scores over time showed that our Aboriginal students are performing better than their peers in Yr 3 & 5 Numeracy and Yr 5 Reading.</p> <p>After evaluation, the next steps to support our students will be: The next steps to support our students with this funding will be: engaging a consultant to build staff knowledge of culture to embed cultural perspectives into the curriculum.</p>
<p>English language proficiency</p> <p>\$97,344.32</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Claymore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: This year, due to staffing issues our program was severely disrupted. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$202,634.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Claymore Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of a Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students

<p>Low level adjustment for disability</p> <p>\$202,634.91</p>	<p>The allocation of this funding has resulted in the following impact: This funding allowed for students to benefit from the employment of additional therapies and SLSOs, which resulted in improved receptive and expressive language skills for identified students.. A whole school focus on early intervention, quality class instruction and regular small group withdrawal sessions assisted students with additional learning needs to access the curriculum in more equitable ways. The Learning and Support Teacher was a vital connection between in-school support strategies and broader system supports for students. The Learning and Support Team in consultation with classroom and specialist teachers, were able to identify students who may require additional learning, behavioural or social support. Individual Education Plans (IEPs) were further refined to assist classroom teachers to better adjust and differentiate for students with additional learning needs. Additional time allocated to the Learning and Support Team led to a consistent and more streamlined approach to support consultation with parents and external agencies resulting in strengthened partnerships between all stakeholders.</p> <p>After evaluation, the next steps to support our students will be: To continue to invest in the entire leadership team being a part of the Learning and Support Team. Our focus remains on early interventions, timely assessments and observations and quality professional learning for all staff in supporting students with additional learning needs. We will continue to invest heavily in additional SLSOs to provide ongoing, flexible and responsive student support.</p>
<p>Professional learning</p> <p>\$33,497.38</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 Claymore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • High Impact Professional Learning • Professional Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff participating in targeted professional learning on curriculum reform and trauma informed practice. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of trauma informed pedagogy and curriculum reform, resulting in improved teacher knowledge.</p> <p>After evaluation, the next steps to support our students will be: To continue this work so that teacher develop the transferable skills to confidently embed these practices within their teaching.</p>
<p>QTSS release</p> <p>\$69,297.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Claymore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$69,297.36</p>	<ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: This funding allocation resulted in assistant principals time off class to work closer (shoulder to shoulder) with their teams in delivering quality classroom instruction.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide teachers with collaboration time. This will allow teachers to meet with their teams, supervisors and the Assistant Principals Curriculum and Instruction to more closely examine student data and evidence, collaboratively plan for teaching and learning based on student need and participate in higher levels of discussion around contemporary pedagogy.</p>
<p>COVID ILSP</p> <p>\$299,130.00</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 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. <p>The allocation of this funding has resulted in the following impact: Students have shown improved reading outcomes as shown by focussed individualised assessments.</p> <p>After evaluation, the next steps to support our students will be: Continue the program with a refinement to ensure targeted interventions are carefully planned and aligned with assessment data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	156	152	141	150
Girls	137	129	122	104

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.6	74.7	90.0	81.8
1	87.5	80.8	86.1	79.7
2	91.0	75.8	88.3	77.4
3	87.4	82.8	85.6	84.7
4	86.9	81.7	87.1	75.9
5	88.9	76.2	90.0	81.8
6	90.2	80.6	87.6	81.9
All Years	88.6	78.9	87.9	80.3
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)	4.4
Classroom Teacher(s)	15.33
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	9.82

*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	643,905
Revenue	5,706,964
Appropriation	5,666,310
Sale of Goods and Services	16,402
Grants and contributions	21,029
Investment income	3,222
Expenses	-5,327,523
Employee related	-4,790,384
Operating expenses	-537,140
Surplus / deficit for the year	379,440
Closing Balance	1,023,346

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	92,570
Equity Total	1,023,338
Equity - Aboriginal	55,659
Equity - Socio-economic	667,700
Equity - Language	97,344
Equity - Disability	202,635
Base Total	3,436,701
Base - Per Capita	76,971
Base - Location	0
Base - Other	3,359,729
Other Total	678,229
Grand Total	5,230,838

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

During 2022, the school used surveys to seek the opinions of parents and carers about the school. Students and staff members were also surveyed to evaluate the school's success and make decisions about future improvements.

In Term 4, Claymore Public School surveyed its parent body to solicit information about how the school is recognised by the community and how effectively the school engages with the local community as part of its ongoing commitment to whole school improvement. 100% of parents who completed survey stated that they are either satisfied or highly satisfied with the school's performance, with 100% indicating that it is a positive and supportive place of learning. 100% of responders agreed that the school provides quality, well-rounded education that supports the development of the whole child. Areas that prompted the most positive comments were the school's response to community and the high level of staff care for students. 86% of parents indicated that the school is connected to its community and welcomes parental involvement. Facebook and Seesaw were listed as the most popular methods of communication.

Staff survey results were also generally positive, with 90% of staff feeling satisfied or highly satisfied with the school and listing a range of positive comments. 78% of staff members felt that a good team spirit exists among staff. 80% stated that collegiality and teamwork exist within the workplace, and 93% felt that the school supports staff well-being. 78% of staff agreed that the school's leadership team demonstrate visible leadership that is strategic, supportive, and professional.

Student survey comments indicated that students were overwhelmingly satisfied with their school indicating that they appreciated the teachers and the learning and sporting opportunities provided. 70% of students stated that they were satisfied or highly satisfied with their school. Comments regarding the school's staff and facilities were very positive. Students made repeated comments about feeling safe at school, with 77% of students agreeing that the school has useful strategies to prevent bullying. Areas for development noted by students were improvements to the playground, particularly an increase in trees and shade.

In the Semester Two Tell Them From Me Survey the school received mixed results, with some concerning drops in student scores. One of these was a drop to only 62% of students who feel they have a positive sense of belonging, a drop of 14%. Another area was students who experience positive relationships, dropping to 73% in 2022 compared with 80% in 2021. Notable areas where the school continued to exceed state norms in this survey are: advocacy at school, expectations for success, students who are victims of bullying, and positive teacher-student relationships

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.