

2022 Annual Report

Clairgate Public School



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Introduction

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

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

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School vision

Clairgate Public School is a vibrant and innovative learning community that is committed to delivering excellence within a caring, rich and diverse learning environment.

Every student at Clairgate has the opportunity to achieve their personal best through engaged, active learning in all curriculum areas, in a safe, kind, respectful and supportive school.

Clairgate - Caring Creative Collaborative Learners

School context

Clairgate Public School has an innovative and caring environment where individuals are given the opportunity to maximise their potential. There are approximately 398 students, of which approximately 29% are from non-English speaking backgrounds. Slightly more than 7% of the students are from Aboriginal or Torres Strait Islander backgrounds. In 2019 a special education unit was established called Wingaru, comprising 2 Autism classes and 1 Multi-Categorical class.

The teaching staff encompasses a range of experience levels. All are dedicated and caring professionals who accept the need for teachers to also be learners.

The school has excellent Technology resources and a strong program to utilise them. We have an outstanding Sports Program at Clairgate enabling many students to compete at District, Regional and State level in different fields.

We excel in Creative and Performing Arts particularly in the area of Dance, and we have a wonderful Music program for all classes. The school buildings and grounds provide a pleasant environment. All areas are air conditioned and have Interactive Whiteboards. We also have two large covered outdoor areas and 2 Outdoor Learning Areas utilised for curriculum activities including environment and art. The school hall is equipped with sophisticated sound and lighting systems.

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

- increasing student outcomes in Literacy and Numeracy;
- providing extensive professional development for teachers;
- building resilience and student voice;
- improving student attendance;
- celebrating diversity and supporting our indigenous students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$150,571.00
QTSS release: \$88,604.00
Professional learning: \$27,037.99
Low level adjustment for disability: \$170,346.72
Aboriginal background: \$20,000.00
Socio-economic background: \$33,543.17
English language proficiency: \$39,000.00
Integration funding support: \$18,805.00

Summary of progress

Literacy and Numeracy Intensive Professional Development

As part of the APCI role, all staff were introduced to the new K-2 English and Math syllabuses. All staff were inquisitive and enthusiastic with the curriculum reform. Everyone had training on SDD taken from the NESA resources and then participated in the 20 modules on MyPL in stage groups where there were robust conversations across the school. Throughout the year all staff have been updated on our data from Best Start Kindergarten, Check-In assessments, NAPLAN, PAT, PLAN2 and internal assessments. This has opened up conversations around our results and best practice. All staff agreed that learning sprints would be best for our children that focused on areas of need. As a direct result of learning sprints, our results have shown improvement over time in areas of comprehension. Our staff also decided that we needed non-negotiables and committed to teaching a minimum of 3 modelled writing and reading lessons each week, reading groups and teacher reading to occur daily. In Maths staff decided that Number Talks should be implemented daily. This will support all students, including our HPGE students and extend them in all areas of math on a daily basis. Number Talks will begin in 2023 in all rooms. Staff have been supported in planning and programming for this to occur. All staff have been trained in understanding and using PLAN2 and are becoming more confident in understanding and entering data. From this, teachers could then identify areas of need and focus groups of students to work with daily. For additive strategies a math committee was formed. This committee referred to the Universal Resource Hub and chose activities to present to the staff. All teachers were involved in this PD and then took the ideas back to their class to implement. Further PD will occur in this area in 2023.

K-2 staff were trained in InitialLit and began teaching this in Term 2. This program has been highly successful with parents commenting on how well their children are reading and writing. This program will continue in 2023.

Intensive Support for Literacy and Numeracy for identified students

Clairgate Learning and Support Teacher Program - Clairgate Public School provided LaST support to 56 students in 2022. The students involved ranged from Year 1 to Year 6. These lessons occurred in two formats - in class targeted support for 60 minutes or two or three withdrawn sessions a week for 60 minutes. The students were taught how to read and spell words using the correct sounds of letters, reading and writing syllables and reading and writing multi-syllabic words. The students were been provided with opportunities to practise the skills they were learning. The students in Stage One have shown an increase of single sound knowledge and an increased ability to read and write single syllable words (c-v-c and c-v-cc). The students in Stage Two have shown an increase of trigraph sounds and blending knowledge and an increased ability to read and write double syllable words. The students in Stage Three have shown an increase of sound knowledge and an increased ability to read and write multi-syllabic words. We will continue this

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 42.0%.	<ul style="list-style-type: none"> • 34.15% of students achieved in the top two bands in NAPLAN reading indicating progress towards the lower-bound target.
Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 28%.	<ul style="list-style-type: none"> • 17.36% of students achieved in the top two bands in NAPLAN numeracy indicating progress towards the lower-bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be close to or above the school's lower bound system-negotiated target of 65%	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 60.3%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>Percentage of students in Years 3-6 demonstrating at least 3 points growth when comparing start and end of year raw scores in PAT Reading is moving towards the school identified target of at least 80%.</p> <p>Percentage of students in Years 3-6 demonstrating at least 3 points growth when comparing start and end of year raw scores in PAT Maths is moving towards the school identified target of at least 70%.</p>	<p>Reading</p> <ul style="list-style-type: none"> • 53% of students in years 3-6 improved their PAT raw scores by 3 points or more. • Average improvement across the school was 2.4 points. • Year 3 reached this target with 76% of students improving their PAT raw scores by 3 points or more. • Year 4 - 51%. Year 5 and Year 6 - 42%. <p>Maths</p> <ul style="list-style-type: none"> • 71% of students in years 3-6 improved their PAT raw scores by 3 points or more. Target achieved. • Average improvement across the school was 4.6 points. • Year 3 reached this target with 90.5% of students improving their PAT raw scores by 3 points or more. • Year 4 - 73.5%. Year 5 and Year 6 - 60%.

Strategic Direction 2: Well-being and Attendance.

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$136,500.00

Professional learning: \$2,000.00

Aboriginal background: \$11,355.48

Summary of progress

Whole School Approaches

The initiative of having the Deputy Principal employed as a well-being expert across the school - implementing evidenced based programs to support a holistic well-being for the students at Clairgate has been extremely successful across the entire year of 2022 as it has in previous years. The impact has been shown in the development of the spiral approach to support children to connect, succeed and thrive. The culture of the school is reported as being very supportive and kind. The implementation of wellbeing greetings every day by the DP and SLSO (School Learning Support Officer), and the personal access informally with the DP, aids in wellbeing and promotes connectedness and immediate feedback to the children, thereby dealing with any issues in an authentic and timely manner. It also acts as a bridge to liaise between students, families and the whole school community.

Programs successfully continued: Kindness On Purpose, Zones of Regulation and the Sensation Station.. These approaches promoted recognition, active analysis and proactive responses and strategies to well-being and mental health across the whole school community. Anti-bullying discussions were a bi-weekly wellbeing focus and were conducted on a whole school scheduled discussion time and were shared and welcomed by the community. The TTFM surveys gave pleasing feedback in wellbeing. The surveys indicated a significantly lower percentage of those who said they had been bullied than the state and this was supported by the school's own data. Very promisingly, over 74% of children at Clairgate were confident that they knew where they could get help from known adults if they were worried or anxious at school.

The surveys also saw significant improvement in the students' sense of belonging, positive relationships, effort and positive behaviour- the latter surpassing the indicated state norm. All these programs and their effectiveness were made possible by the teachers, children and school community working in partnership to learn and implement strategies to support the student's involvement in whole school life.

Student Voice was also highlighted in a very positive way in 2022. The school student's Leadership Team and SRC were active, Indigenous student voice was represented at school and very visible at the local school community learning network level. Very pleasingly, Clairgate Public School was chosen to be the Lighthouse school for community voice with the Department of Health's PERU-Prevention, Education and Research Unit regarding the issue with vaping. This authentic student voice, as well as teacher and parent voice, provides valuable information to help make a difference in the real world.

The introduction of The Fathering Project into Clairgate was not overly successful. However, the "Bring my dad to work" day was very well supported and Clairgate plans to build on this connection in 2023.

In 2023, this initiative will build on the successes of previous years. The extension of the Zones Of Regulation tools to support self-management will continue and the continued implementation of programs promoting student wellbeing and student voice will continue to help build children that have kindness and resilience at their core!

Attendance

The initiative of creating a welcoming environment for all students to attend school and take part in learning, forming positive relationships with students, staff and the school community to support a sense of belonging and engagement with learning and school activities has been an especially important one in 2022.

Attendance records were monitored, common barriers to attendance were addressed, improvements in attendance were recognised and early interventions were actioned. Achievements of great attendance were celebrated and encouraged through positive reinforcements and interactions at a weekly school level. Complex attendance cases were managed with the input from the School Attendance Officer and school counselling services in our network area.

In 2023 Clairgate will continue to build positive experiences and understandings of the importance of attendance and engagement of children using similar strategies and the establishment of an attendance "Hero" team. **Here, Every day, Ready, On time** with stakeholders from all parts of the school community to raise awareness. A more streamline and formal approach to students with attendance concerns will be also introduced with the local School Attendance Officer.

Inclusive Aboriginal Education and Wellbeing

The Inclusive Aboriginal Education and well-being practices initiative to ensure Aboriginal and Torres Strait Islander students have maximised opportunities to improve learning outcomes, whilst at the same time developing deeper understandings of their cultural heritage and identity, also had great success in 2022.

Personalised Learning Pathways were created in conjunction with the students, teachers and parents and reflected and reviewed throughout the year. Pleasingly 26 % of children achieved in the top two bands in NAPLAN. Triangulation of school based and DOE data also showed that 90% of our Indigenous students were achieving at an expected or above expected level for their stage academically. TTFM feedback also evidenced 78% of Aboriginal children felt good about their culture, 83% were confident that their teachers understood their culture as well and 90% agreed that teachers treated them with respect and fairness in regards to their culture.

A beautiful Yarning Circle was established at Clairgate with input from the Aboriginal students, incorporating their ideas on location, design and planting.

Involvement in the school's Rainbow Lorikeet Indigenous Group provided a cohesive cultural representation within school life and the representation at the local STEPs network provided student voice on local Indigenous matters by our students.

In 2023 Clairgate will continue the strong practices we have supporting Indigenous Education. A STEPS school learning community "STEPping Up " Day will be held at Kimberwalli later this year. Clairgate will be heavily involved with this project and is very proud that this great day has been adopted from a program initially created and implemented by our school. The staff are also looking forward to continuing the Clairgate Reconciliation Action Plan- RAP- and continuing their learning journey with the work they will be doing on Term Two's Staff Development Day regarding maintaining culture across our school.

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
Tell Them From Me Well-being data (advocacy, belonging, expectations) improves to be moving towards the school's lower bound system negotiated target in well-being of 89.5%.	<ul style="list-style-type: none">• Tell Them From Me data indicates 73.36% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school).
Increase the percentage of students attending more than 90% of the time to be moving towards the lower bound system-negotiated target of 82.1%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased to 45.85%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
A range of evidence supports our self-assessment as moving towards excelling in the element of "Wellbeing" as measured by the School Excellence	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Well-being.

Framework.

Strategic Direction 3: Excellence in Teaching

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Summary of progress

Professional Learning drives improvement in learning through Quality Teaching Practices

We built up quality teaching practices in writing this year by working specifically on explicit teaching and assessing of writing through 6 of the 10 NAPLAN Writing Criteria - Spelling, Audience, Ideas, Sentence Structure, Punctuation and Vocabulary. All staff completed Professional Development in this area and worked in collaborative teams to comparatively assess student's writing samples according to these criteria. Assessment data collated at the end of the year showed a 90.3% improvement in writing across the school. This is an excellent result and we will continue this initiative in 2023. Next year we will more closely align the criteria assessed to stage expectations and we will continue the staff professional development and comparative assessment sessions.

Building a culture of improvement through In-school Professional Learning using teacher strengths

Professional Development sessions held on several Thursday afternoon PD sessions. Writing Criteria CTJ in teams. All criteria discussed and carefully considered in stages - Punctuation, Vocabulary, Sentence Structure, Audience, Ideas and Spelling. Data. As a result of this PD it was decided to separate the Writing Criteria in 2023 - K-2 - will look at Spelling, Audience, Sentence Structure, Punctuation, Vocab and Text Structure. Stage 2 will focus on Sentence Structure, Punctuation, Paragraphs, Text Structure, Vocab and Spelling. Stage 3 will focus on Sentence Structure, Punctuation, Paragraphs, Text Structure, Vocab and Spelling.

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
A range of evidence supports our self-assessment as moving towards excelling in the element of " Effective Classroom Practice " as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.
The percentage of K-6 students demonstrating improvement in Writing using the NAPLAN Writing Criteria Assessment rubric linked to the Literacy Progressions is moving towards the	• 90.3% of students demonstrated improvement in Writing using the Writing Criteria Assessment Rubric for 6 criteria. This has exceeded our school identified target of 90%.

school identified target of 90%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,805.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Clairgate Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Support for Literacy and Numeracy for identified students <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) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The use of integration funding was adjusted throughout the year in response to student PLSPs reviews to ensure funding was used to specifically address each student's support needs. SLSOs were employed to work with children with specific integration needs in both curriculum and behavioural/wellbeing areas.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue to employ SLSOs and teachers to support students with specific curriculum and behavioural/wellbeing needs as identified by Individual Education Plans and teacher identification.</p>
<p>Professional learning</p> <p>\$31,037.99</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 Clairgate Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Intensive Professional Development • Whole School Approaches • Professional Learning drives improvement in learning through Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • InitialLit training, Reading Comprehension, Kindness on Purpose - building empathy, NAPLAN Writing Criteria Assessment, Analysis and Consistency of Teacher Judgement; Positive Partnerships/Helping Hands - Autism; Learning Intentions, Success Criteria, Feedback/Assessment; Quality Teaching & G&T Programs/Leadership/Career Development Courses; Quality Teaching Peer Observations, Assessment-Literacy and Numeracy; New K-2 Syllabus, <p>The allocation of this funding has resulted in the following impact: All staff participate in Professional Learning throughout the year. This is related to their Personal Development Plan and Teacher Accreditation. All teachers are accredited in accordance with the Teacher Accreditation Authority. In 2022, Clairgate staff participated in the following Professional Learning Activities: Mandatory Child Protection Training; Code of Conduct Training, Cardiopulmonary Resuscitation Training; InitialLit Training, K-2 New Syllabus Training, Reading Comprehension, Kindness on Purpose - building empathy, NAPLAN Writing Criteria Assessment, Analysis and Consistency of Teacher Judgement; Positive Partnerships/Helping Hands - Autism; Learning Intentions, Success Criteria, Feedback/Assessment; Quality Teaching & G&T Programs/Leadership/Career Development</p>

<p>Professional learning</p> <p>\$31,037.99</p>	<p>Courses; Quality Teaching Peer Observations, Assessment-Literacy and Numeracy; Emergency Care; WH&S Training, Financial Training /Budgeting, School Excellence Framework,</p> <p>After evaluation, the next steps to support our students will be: Continue new syllabus T&D in preparation for the implementation of these new syllabuses. Continue mandatory online training.</p>
<p>Socio-economic background</p> <p>\$210,342.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clairgate Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Support for Literacy and Numeracy for identified students • Whole School Approaches • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support well-being and music program implementation. <p>The allocation of this funding has resulted in the following impact: DP off class - well-being sessions organised across the school - very successful having DP off class to deal with all well-being issues on a daily basis. Zones of regulation discussed with many students of need who exhibited anxiety/anger/etc.</p> <p>Music classes were very successful when we were able to resume.</p> <p>The Kitchen Garden Program was also very successful - children not only learnt gardening and cooking techniques, they also were able to use these sessions as a springboard for writing and numeracy sessions.</p> <p>After evaluation, the next steps to support our students will be: DP off class. Continue well-being programs. Continue Music program across the school.</p>
<p>Aboriginal background</p> <p>\$31,355.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Clairgate Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Support for Literacy and Numeracy for identified students • Whole School Approaches • Inclusive Aboriginal Education and Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs - combined with the LST activities. • community consultation and engagement to support the development of cultural competency • The Junior AECG group was reformed this year. 2 of our senior Aboriginal students represented Clairgate at the meetings The group met once a term and shared their activities with other schools. The small Aboriginal activities

<p>Aboriginal background</p> <p>\$31,355.48</p>	<p>group worked well with the SLSOs at lunchtimes. The whole school participated in art activities and held talks in our Yarning Circle. All Aboriginal students had PLPs developed..</p> <p>The allocation of this funding has resulted in the following impact: Aboriginal students working on Literacy/Numeracy and Well-being goals with an SLSO. Continuing Aboriginal student leaders running lunchtime craft activities. Participating in the Junior AECG; Developing a Clairgate Yarning Circle; Beginning our Reconciliation Action Plan (RAP); NAIDOC/Reconciliation activities - Heightening student voice with the theme of "Get Up! Stand Up! Show Up! Active Participation in Days to celebrate Indigenous culture.</p> <p>After evaluation, the next steps to support our students will be: Continue developing our RAP, continue T&D for staff on ILPs. T&D on Aboriginal culture. Student voice increasing.</p>
<p>English language proficiency</p> <p>\$59,743.18</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Clairgate Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Support for Literacy and Numeracy for identified students • 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 delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Forty-five students from K-6 accessed direct instruction from the EAL/D teacher. The program supported classroom literacy learning. The main literacy elements developed included building background knowledge, vocabulary, and concept development, in order to extend student understanding of classroom texts and to improve their writing. Writing instruction included whole text instruction but concentrated mainly at the sentence level focusing on sentence coherence through a thorough understanding of the relevant concepts, grammar and punctuation. Students showed improvement in the ESL Scales outcomes and classroom assessments which resulted in more effective communication through their speaking and writing and a greater understanding when reading.</p> <p>After evaluation, the next steps to support our students will be: Continue EALD teacher support to students and staff.</p>
<p>Low level adjustment for disability</p> <p>\$170,346.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Clairgate Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Support for Literacy and Numeracy for identified students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build

<p>Low level adjustment for disability</p> <p>\$170,346.72</p>	<p>capability in meeting the literacy needs of identified students</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MacqLit, to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: All students requiring extra support received this support from either the School Learning Support Officers team, the Learning Support Teachers or the Covid Intensive Learning Support team. The allocation of this funding has resulted in an uplift towards our literacy targets this year. The additional support provided to students of need had a measureable impact on student engagement. Student engagement and confidence in curriculum activities increased. Student achievement (in language skills and knowledge such as vocabulary development, oral interaction, reading comprehension and writing) was the focus of this program.</p> <p>After evaluation, the next steps to support our students will be: We will further develop extension group activities and continue support in classrooms.</p>
<p>QTSS release</p> <p>\$88,604.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clairgate Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Intensive Professional Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: All teachers mentored and supported by executive. Classes running smoothly, programs up to date and meet criteria, effective classroom practice evident in all classrooms</p> <p>After evaluation, the next steps to support our students will be: Continue executive support for the successful running of all teams across the school.</p>
<p>COVID ILSP</p> <p>\$205,678.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students. <p>The allocation of this funding has resulted in the following impact: Clairgate Public School provided the COVID ILSP to 123 students in 2022.</p>

<p>COVID ILSP</p> <p>\$205,678.00</p>	<p>The students involved ranged from Year 1 to Year 6. Students were provided with explicit instruction in reading-focussing on reading fluency, word breaking, sight words and comprehension strategies. These lessons occurred four times a week for forty minutes. There were two targeted groups for each class from Year 1 to Year 6 (Semester 1 and Semester 2 intake). Each group received instruction for eighteen to twenty weeks. The groups sizes ranged from four to six students. There were four part time teachers instructing the COVID ILSP; they were Michelle Barnett, Michelle Camilleri, Mia Costin and Joanne Wiles.</p> <p>This report is based on the average gains over the program, over 2022. The average comprehension rates were 70% or higher. The average self-correction ratio were 1:6 or lower.</p> <p>After evaluation, the next steps to support our students will be: Continue this intensive support program with SLSOs using the MacqLit Program.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	225	223	209	195
Girls	203	220	203	191

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	92.0	93.3	86.6
1	92.1	89.7	92.5	87.0
2	92.4	92.5	93.4	89.0
3	92.2	91.0	91.1	87.8
4	93.0	87.6	91.9	85.4
5	89.6	90.4	90.6	86.2
6	90.3	91.1	90.4	85.4
All Years	92.0	90.6	91.9	86.9
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
Assistant Principal(s)	6
Classroom Teacher(s)	15.3
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	6.22

*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	223,016
Revenue	4,994,732
Appropriation	4,799,146
Sale of Goods and Services	88,720
Grants and contributions	104,687
Investment income	2,179
Expenses	-4,943,481
Employee related	-4,548,694
Operating expenses	-394,787
Surplus / deficit for the year	51,251
Closing Balance	274,268

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	18,805
Equity Total	471,788
Equity - Aboriginal	31,355
Equity - Socio-economic	210,342
Equity - Language	59,743
Equity - Disability	170,347
Base Total	3,460,449
Base - Per Capita	108,667
Base - Location	0
Base - Other	3,351,781
Other Total	383,184
Grand Total	4,334,226

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

Every year schools seek opinions about the school from parents, students, and teachers about the school.

At Clairgate Public School, a variety of avenues were used to gain feedback and ideas about the school.

To gather specific feedback from parents in 2022, our school surveyed a sample of families using focus group discussions, whole school digital surveys, QR interactions at events and the use of the TTFM Learning Bar.

Results from the Tell Them from Me survey, which is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community demonstrated positive feedback in all areas surveyed, with all areas surpassing the State Average.

Parent perspectives compared to the State Average.

Parents feel welcome- 7.6 State Average 7.4

School supports positive behaviour- 8.1 State Average 7.7

Inclusive school - 7.4 State Average 6.7

Our students participated in the Tell Them from Me Survey.

General summary of comments by parents from the TTFM survey:

- Our school is positive, helpful, caring and I feel so lucky that I am able to spend so many years with my children coming through the school.
- I love the fact that our school is like a giant family!
- I went to this school as did my sister and my older two children attended and now my youngest. Clairgate is the best school, we are very blessed to have amazing teachers, staff and P&C that make this school a very tight knit community.
- The Teachers and Admin staff are very friendly and helpful. My children have blossomed this year and participated in so many activities. They love going to school every day and they feel safe. Thank you for sowing into their future.
- Wonderful staff and a very welcoming atmosphere.
- I like the community spirit everyone is always willing to help. Teachers and office staff are always supportive.
- Clairgate Public School has big involvement in both the performing arts and sport - they offer and encourage many different options in both areas. I believe this is important.
- I like that the gardens and grounds are well maintained and there are lots of trees.
- I love Clairgate on Parade and the focus on the kids being confident, independent advocates for themselves.
- More face-to-face interviews with both teacher, parent, and child.
- I would love to see a proper multipurpose court/courts.
- It would be lovely if we had the option of being able to order and pay for lunch items from the canteen online in advance.
- Since COVID though we do need to work on getting our school community closer again. Hopefully over time & everyone feels more comfortable this will happen.

Using a QR immediate feedback tool.

Parents and community members gave a "Star" outlining things that were positive about in Clairgate. The "Stars"

Positives outlined about Clairgate included the level of wellbeing and emotional support, the acceptance, the recognition of students with special needs, access to extra curriculum experiences, community events, academically how all the teachers help the children do and achieve their best, all the social events and how Clairgate is a community where everyone supports and encourages each other. A beautiful comment was that how the whole teaching faculty truly love and support our kids to be the best versions of themselves.

Parents and community members gave a "Wish" outlining things that they could have for Clairgate in any way in the form of suggestions and improvements. These include more social groups and activities to do in the playground, perhaps more consistent communications with parents in a timely manner and across more channels, equipment and funding.

Student perspectives using the TTFM Surveys.

Students' satisfaction was measured in 2022 in the Tell Them from Me Survey which was implemented mid-way through the year and in Term Four.

These responses are presented below -

Student responses

- 85% of students have a positive sense of belonging.
- 90% of students have positive behaviour at school.
- 89% of students value schooling.
- 85% of students try hard to succeed in their learning.

There has been an increase in student advocacy at school, positive Teacher- student relationships and positive learning climate at Clairgate- with all these markers being above State Average satisfaction.

General summary of comments by students from the TTFM survey:

- I like how this school give you levels depending on how good you are at learning and adjusts it the more you get better.
- I really like the teachers they are kind, understanding and incorrigible. I also like the multiple areas where we can play and the knitting area under the big tree.
- The things that I like about my school is that there are some nice people I have really good friends and I have a wonderful teacher and all my classmates care for me.
- The things I like about my school is there's fairness with some teacher and I have lots of nice and caring and listening friends.
- I like how the teachers keep us all safe and protected and the grassy areas are not dirty and do not have any rubbish on them at all.
- How everyone is welcome of all cultures. There are lots of school activities of all interests and stuff that everyone would like. The library has lots of books of all ages.
- I really like how there is a canteen. it helps children who do not have any lunch at home. I also like how they have multiple sets of bathrooms around the school. I would really like if they made all the wet area rooms the same where you can hook your bag on the hooks outside.
- I like how in the mornings there is a year 6 area where I can talk to my friends in peace.
- I like how the school has a place for everyone, for example, the canteen area has toys for boys, girls, littler children, older children or just toys that all students can have fun with. The ridge has an area for soccer, sport practice and the middle are for just running around.
- I really like the library and the different things we can get included, such as in sports, but the toilet is not really clean, and the back gate has spiders in it.

Teachers provided reflection and feedback from varied professional learning and collaboration opportunities.

Teachers valued opportunities to collaboratively share teaching and assessment strategies to inform cyclic lesson planning and strive to set high expectations for every student. Teachers reported feeling increasingly supported in implementing quality teaching and learning and value professional learning.

Another feedback session, focusing on the themes of 'Connect, Succeed, thrive' and the work around Zones Of regulation and Kindness on Purpose was created and completed by various stakeholders across all school staff. The data from this survey clearly indicated that teachers believed students that required these elements of additional support, in the areas of self-regulating emotions and resilience, found these practices were indeed a proactive and effective tool that has helped many children at Clairgate.

Teachers recognised future directions at Clairgate include continuing our work on collaborative practice and a culture which fosters evidenced-based practices and evaluative thinking and supporting the whole school community using the Wellbeing Framework for Schools to support the whole child's development.

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.

Aboriginal Education - School statement

Clairgate Public School continued to build on their foundational knowledge of Darug culture and traditions throughout 2022. Our staff completed Aboriginal Education training and select staff participated in our local STEPS AECG as well as our wider communities AECG - Pemulwuy. Staff supported students in the establishing of our NAIDOC website, showcasing student work and knowledge as a way to celebrate culture. Students also engaged with their learning authentically and with purpose by contributing to this community site. As a school we have built upon our understanding of Totems and the responsibility of our students and school community in caring for country and deepening our knowledge of the impact of both our action and inaction. We continued on with our goal setting, PLPs and our use of Darug words and phrases. Clairgate students established a senior group called the Rainbow Lorikeets which gave students a voice on school matters and the direction we are taking in Aboriginal Education. These students then elected members to represent our school at the STEPS junior AECG. They supported the learning about and establishment of a totem hand over ceremony between our year 5 and year 6 students. Students from the Rainbow Lorikeet group learnt about message sticks, designed and created these which were implemented in the ceremony. We have continued to build our student voice, understanding and sense of belonging through our new and existing ways of working at Clairgate Public School. We place strong value on Aboriginal Education and supporting students as our future while acknowledging and learning from our elders and community.

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.