

2022 Annual Report

Claremont Meadows Public School



4622

Introduction

The Annual Report for 2022 is provided to the community of Claremont Meadows 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

At Claremont Meadows Public School we believe that every student should be challenged to learn and continually improve in a respectful and inclusive environment, where high expectations are at the forefront of all practices. Our vision is for all students to become confident, resilient and self-directed successful learners. Our priorities are inclusive of meeting the Premiers targets in literacy and numeracy embedding a whole school approach to effective evidence based teaching programs optimising student progress.

We believe professional learning is crucial in developing the quality of teaching and student learning outcomes, where our practices have explicit systems for collaboration and effective feedback. Our long term goal is for our school to demonstrate a high performance culture with a clear focus on student progress and achieving high quality service delivery.

School context

Claremont Meadows Public School opened in 1997 and is in the St Marys / Penrith area. Our school has recently had 12 additional classrooms built, allowing for additional student growth. In 2022 the student enrollment was 610 inclusive of four Multi-categorical classes. The school has a strong focus on professional development, leadership, teacher mentoring and high expectations for all staff and students.

The school is well equipped with air conditioning in all learning spaces through P&C funding. We have an extensive Covered Outdoor Learning Area (COLA) and three outdoor learning areas for student use during lesson and playtime. Technology is embedded in all classrooms and learning spaces. An Out of School Care (OOSH) service operates on the school site and is facilitated by the YMCA.

Our student population represents a wide range of cultures and backgrounds. We are experiencing an increased need to support students where English is their second language. Our EAL/D students now represent 32% of the student population. Our Aboriginal student enrolment is 6.4%. Our four Multi- categorical classes meets the needs of 30 students with significant learning needs in well-positioned and tailored classrooms.

The demographics of the area are changing significantly with a strong multicultural influence. Our school FOEI has decreased from 104 in 2016 to 92 in 2022. This change is a representative of the increase in parent qualifications and educational levels.

In 2022 our allocated funding was \$6,674,853 inclusive of all staffing and school operation costs. Our budget will be utilised to meet the needs of all students through program provision, resourcing, purchasing additional staff time (EALD / Aboriginal Education and an additional class) and staff professional learning.

Through our situational analysis we have identified the need to enhance our data driven practices to embed positive student growth and tailored differentiation to meet the needs of all students. Continual monitoring and analysis of student performance data will determine areas of need and success at a class and school level resulting in improved student growth. Through collaboratively developing quality summative and formative assessment tasks we will enhance consistency of teacher judgement, expertise in classroom practice and curriculum delivery. Through the NAPLAN gap analysis we have identified the need for improved student growth in the areas of literacy and numeracy. Professional learning and collaboration for all staff will be crucial components of achieving our school targets and inclusive of: visible learning, backward mapping; and targeted strategies in the areas of reading, vocabulary, numeracy and measurement.

We promote an inclusive school environment, which is underpinned by Positive Behaviour for Learning (PBL) expectations where students are Safe, Respectful, Responsible Learners.

Our school offers a range of programs including: dance groups, choir, public speaking, and debating; whilst also participating in district sporting events and carnivals.

After careful analysis of school data and the completion of our situational analysis, our strategic targets for 2021-2024 are inclusive of:

- Student Growth and Attainment
- Wellbeing initiatives
- Learning and Development.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Data driven practices
- Targeted student support in literacy and numeracy
- Quality literacy practices
- Quality numeracy practices

Resources allocated to this strategic direction

Socio-economic background: \$192,855.00

Per capita: \$10,000.00

Aboriginal background: \$44,587.40

Low level adjustment for disability: \$242,304.70

English language proficiency: \$96,288.80

New Arrivals Program: \$7,966.00

Summary of progress

All allocated funds with the exception of (6101) consolidated funds were used according to plan. The allocation of carry-forward money was not needed due to staff shortages in other areas, and the SLSO employment/ initiative was implemented all year according to plan but costs were covered from RAM funding - 2022 school budget. Carried over 6101 funds were used to purchase 1 additional teacher resulting in smaller Kindergarten classes for all of 2022.

Across 2022 staffing shortages did impact on some of the program delivery.

Future directions in data.

Literacy: redesign our data practices to accurately reflect student growth and achievement. For Literacy Pro grades 3-6 - collect and reflect student results individually and as a grade based on growth. For Grades K-2 redesign growth measures based on decodable texts, measures against phonic knowledge and the progressions linked to the new curriculum.

Numeracy: formulate a school-based collection and measurement practice to measure growth in short and long-term measures.

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 |
|---|--|
| Upward trajectory of students achieving expected growth in numeracy increasing from 61.9% to 63.5% | Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. |
| Upward trajectory of students achieving expected growth in reading increasing from 72.3% to 75% | |
| Upward trajectory: Percentage of students in Top 2 Bands numeracy achieving the lower bound target of | 27% of students achieved in the Top 2 Bands Numeracy which exceeded the lower bound of 26.20% and was just under the upper bound of 31.20%. |

| | |
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| 26.20% | <p>2022 band distribution supporting our success:</p> <p>Numeracy: Top band = 6% and 2nd top band = 21% and only 4 % in the bottom band.</p> |
| <p>Achieve System negotiated targets: NAPLAN Targets</p> <p>Upward trajectory: Students achieving expected growth in numeracy moving towards the lower bound target of 61.9 %</p> | <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p> |
| <p>Upward trajectory of students in the top 2 bands for reading increasing from 35% to 39%</p> | <p>42% of students achieved in the Top 2 Bands Reading which was above our upward trajectory and only just under the upper target (42.50%).</p> <p>Reading: Top band = 18% and 2nd top band = 24% and only 3 % in the bottom band.</p> |
| <p>Upward trajectory: Students achieving expected growth in reading: moving towards the lower bound target of 72.3%</p> | <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p> |

Strategic Direction 2: Wellbeing initiatives

Purpose

To provide a supportive environment across the whole school, where every child is known, valued and cared for. This will be achieved through quality teaching, curriculum planning and delivery of evidence based programs and practices inclusive of well being and attendance initiatives.

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 wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$5,000.00

Per capita: \$16,000.00

Summary of progress

Both attendance and well being across 2022 did not go to plan and targets were not achieved. Throughout the year as a result of COVID-19 we experienced high staff absences and no casual staff available to assist in class coverage. Equally high numbers of student absences, also a consequence of COVID-19. In Term 4, once international borders opened we also experienced a high number of students taking extended leave to visit family. Our attendance data demonstrated a major decline in students attending more than 90% of the school day. Our overall attendance rate was 85% which is below the state average of 87.4% High absences from both staff and students were experienced as a consequence of COVID-19. Absences were related to individuals and or family members being sick and thus students not attending school. In Term 4 we saw high numbers of families taking extended leave to visit overseas relatives.

Our Tell Them From Me (TTFM) data reflects a downward trend with no targets being reached. Our overall wellbeing result was 83.20% = 9% below our lower target. All aspects of the results were lower than targets:

-Expectations of Success = 96.06% (lower target 96.93%) our best result.

-Advocacy at school 85.67% (lower target 92.04%)

- and of most concern Expectations of Belonging 67.83% (lower target 87.09%)

High absenteeism of both staff and students, programs cancelled or placed on hold, combined with high numbers of classes having to be split or covered by alternate staff (all as a consequence of COVID-19) are major factors in these results.

Future Directions for 2023:

- Positive Behaviour for Learning (PBL)
- Student and Staff Wellbeing and
- Attendance have been scheduled as major school priorities.

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 |
|---|--|
| System negotiated targets: Wellbeing: Current baseline is TTFM 87.1% Lower target 92.2% and upper | Tell Them From Me data indicates 83.20% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). |

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| target 97.2% | |
| Attendance: Current Baseline 68.8 set target is 85.5%. Established outcome: Lift attendance of students to a minimum of 90% for all students. | The number of students attending greater than 90% of the time or more is 39.65%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19. |

Strategic Direction 3: Learning and Development

Purpose

Staff will engage in quality professional learning and collaboration that supports curriculum initiatives resulting in improved students outcomes in literacy and numeracy with a core focus on the strategies of *What Works Best* in classrooms with a clear visible learning focus.

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.

- Teacher professional learning.
- Coaching and mentoring

Resources allocated to this strategic direction

Professional learning: \$44,500.00

QTSS release: \$126,988.00

Beginning teacher support: \$30,434.00

AP Curriculum & Instruction: \$210,799.40

Summary of progress

Professional learning occurred as per the CMPS Professional Learning Register.

Teachers engaged in professional learning to support curriculum development in the following areas: Visible learning, the writing process, creating texts, TELL (Teaching English Language Learners) and the backward mapping process for writing and Mathematics. Teachers also completed online professional learning on the content and implementation of the new K-2 English and Mathematics syllabuses.

Teaching and non teaching staff also engaged in a review of implementation practices and processes for DoE policies, PBL practices, and received professional learning on the new Behaviour and Inclusive Education policies. All staff completed mandatory training as per DoE requirements.

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 |
|--|--|
| 100% of the second-year of visible learning professional learning implemented for staff and the executive resulting in student achievement targets achieved. | All teachers participated in stage based visible learning workshops, delivered by a Corwin educational consultant. This resulted in all teachers developing a shared understanding of high impact strategies that work best at the various phases of learning (surface, deep and transfer), analysed syllabus content to develop a unit of work and delved into the impact of rich classroom discussions and questioning. As a result positive growth was evident across most student cohorts. |
| 100% of all new staff supported through mentoring and coaching. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. | Targeted beginning teachers were supported with weekly one on one mentoring sessions to ensure they felt supported and received professional guidance in the areas of curriculum, student wellbeing, assessment and reporting and managing the day to day requirements of a classroom teacher. Relieving Assistant Principals received mentoring by an experienced Assistant Principal, however staff absences impacted this occurring on a regular basis and was more needs based. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$209,166.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Claremont Meadows 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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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:</p> <p>Term 1 Evaluation:</p> <p>All SLSO's were employed to meet identified students funding allocations. Additional hours met through RAM have been allocated according to need. An additional SLSO has been employed to meet the needs of a new student with identified high needs. Barriers: IEP goals are being supported as best possible amongst COVID-19 cohorting (term 1), staff shortages, and high student absenteeism.</p> <p>Terms 2 -4 Evaluation:</p> <p>The school funded additional SLSO support time to support the needs of several Kindergarten students who required additional classroom and playground support. The outcomes of this funding included reduced behaviour concerns within the classrooms (except 1) improved access for the students to engage in the curriculum and support to the teachers in providing quality teaching and learning experiences. Two SLSO's were also employed across terms 3 & 4 to provide support through the COVID-19 program.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Barriers: Need to review the capability of a few SLSO staff members and what we can do to further train / support them in their roles, especially when managing students exhibiting complex behaviours, and their ability to follow teacher guidance without the need for constant support.</p> |
| <p>Professional learning</p> <p>\$44,500.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Claremont Meadows 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"> • Teacher professional learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p> <p>As a result of professional learning in the writing process, consistent practices were implemented across all grades and a whole school writing assessment process developed to track and monitor student progress. As a result of Corwin professional learning, effective visible learning</p> |

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| <p>Professional learning</p> <p>\$44,500.00</p> | <p>strategies were implemented in stage groups ensuring consistent practices across all classes.</p> <p>After evaluation, the next steps to support our students will be: Review of student data and targets for 2023 School plan. Review of practices and processes in line with our data to ensure these practices will support student growth.</p> |
| <p>New Arrivals Program</p> <p>\$7,966.00</p> | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Claremont Meadows 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"> • Targeted student support in literacy and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: The two students were supported under this program and have successfully transitioned into school, progressed on the EAL/D learning progressions and developed the skills and knowledge to interact and successfully communicate.</p> <p>After evaluation, the next steps to support our students will be: 2023 EAL/D teacher will ensure these students are supported to ensure continued progress and success. Adjustments by the classroom teacher will be made as needed. Any newly arrived students eligible under this program will be supported as per the allocation.</p> |
| <p>Socio-economic background</p> <p>\$197,855.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Claremont Meadows 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"> • Quality literacy practices • Whole school wellbeing • Quality numeracy practices • Targeted student support in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support reciprocal reading program implementation. • resourcing to increase equitability of resources and services • professional development of staff through reciprocal reading and MiniLit to support student learning. <p>The allocation of this funding has resulted in the following impact: All students K-6 were engaged in quality literacy and numeracy practices with differentiated activities and targeted programs implemented to address the needs of individual students. Teaching and non teaching staff effectively implemented quality lessons, collaborative planning and ongoing assessment practices. School funds were allocated as per the plan to targeted programs and intervention practices including the employment of additional staff and program resources . See Strategic Direction One - Student Growth and Attainment for analysis of student data as a result of</p> |

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| <p>Socio-economic background</p> <p>\$197,855.00</p> | <p>this funding.</p> <p>After evaluation, the next steps to support our students will be: Continuation of targeted intervention programs to support students requiring additional support in literacy or numeracy. Teachers will continue to collaboratively, plan, teach and assess students and engage in rigorous analysis of student data to ensure all students are progressing and working towards achieving grade appropriate outcomes in English and mathematics. The new K-2 syllabus will be implemented in line with current whole school processes for teaching and learning.</p> |
| <p>Aboriginal background</p> <p>\$44,587.40</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Claremont Meadows 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"> • Targeted student support in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff 2 days per week to deliver personalised support for Aboriginal students • Employment of the Koomurri Aboriginal company to provide a whole school incursion experience. <p>The allocation of this funding has resulted in the following impact: This program had limited impact as a consequences of staff shortages, coupled with COVID-19 including lock-downs and then a return to school with cohort groupings. Programs when operational were with small groups of targeted students in the areas or number, reading (with a focus on vocabulary) and cultural identity awareness lessons. The incursion was fully funded by the school ensuring all students were immersed in a full day of Aboriginal culture, history and dance. The day was enjoyed by all with a wide range of learning goals achieved that supported our 5 week Aboriginal Education program. Many of the experiences provided greater meaning and relevance to materials seen in books and on the screen.</p> <p>After evaluation, the next steps to support our students will be: Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Revising our programs to ensure best practice and alignment to DoE policy.</p> |
| <p>English language proficiency</p> <p>\$96,288.80</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Claremont Meadows 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"> • Targeted student support in literacy and numeracy <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 • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: All teachers have received intensive training through the TELL program resulting in all teachers developing a shared understanding of how to</p> |

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| <p>English language proficiency</p> <p>\$96,288.80</p> | <p>support EAL/D students in their classroom, where to access support and resources. Furthermore teachers are now more confident to accurately plot students on the EAL/D Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be: In 2023 ensure all students are plotted accurately and EAL/D teachers provide support to targeted students and assist teachers to ensure all EAL/D students feel supported, data is used consistently to inform 'where to next' for all students and resources are allocated equitably.</p> |
| <p>Low level adjustment for disability</p> <p>\$242,304.70</p> | <p>Low level adjustment for disability equity loading provides support for students at Claremont Meadows 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"> • Targeted student support in literacy and numeracy <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 capability in meeting the literacy needs of identified students • 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 <p>The allocation of this funding has resulted in the following impact: A co-ordinated and whole school approach to ensure funding and resources are equitably allocated according to student needs.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the LST team will continue to monitor and co-ordinate resources and staffing allocation for students requiring additional support.</p> |
| <p>Beginning teacher support</p> <p>\$30,434.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Claremont Meadows Public School during their induction period.</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"> • Coaching and mentoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Mentors allocated to identified staff and beginning teachers to meet, share and develop . • Release time provided weekly for mentors and teachers to meet, plan and develop identified skills and knowledge areas. Time also allowed for open dialogue on self development and teaching strategies to support a beginning teacher. • In class team teaching, modelling and skill development with the support of the APCI and QTSS release time to support programs. <p>The allocation of this funding has resulted in the following impact: The two beginning teachers demonstrated increased skills and knowledge in teaching and implementing quality classroom practices and effective data analysis processes. They achieved the goals set in their Performance and Development Plans and successfully managed their class teaching responsibilities and duties.</p> <p>After evaluation, the next steps to support our students will be: In 2023, any new beginning teachers will be allocated a suitable mentor to support them in their first year of teaching and provide professional guidance to ensure a successful transition into teaching.</p> |

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| <p>QTSS release</p> <p>\$126,988.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Claremont Meadows 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"> • Coaching and mentoring <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 • 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: Beginning teachers successfully taught, programmed and fulfilled all duties as classroom teachers through the support and professional guidance of their mentor and Assistant Principal. Assistant Principals and teachers worked collaboratively through QTSS allocation to ensure successful implementation and consistency of practices of initiatives and key programs in Strategic Direction One.</p> <p>After evaluation, the next steps to support our students will be: In 2023, a more structured and collaborative whole school approach for QTSS will be implemented to ensure clear and consistent alignment with the key initiatives in the School Improvement Plan and teacher expertise is utilised ensuring consistent practices across all classrooms. APCI roles will have a focus on supporting K-2 at the classroom level ensuring consistent implementation of the new English and Mathematics syllabus. APCI will support the professional learning of teachers in the new 3-6 English and Mathematics syllabuses.</p> |
| <p>COVID ILSP</p> <p>\$241,404.00</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 and numeracy. • Providing intensive small group tuition for identified students who were achieving just below grade level. • Development of resources and planning of small group tuition. • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: As a result of participation in the COVID reading groups, all students demonstrated steady growth in their Lexile levels. At the beginning of the year, all of these students were reading below grade level. In Term 4 92% of the students involved in COVID reading groups were now reading at grade level, with the remaining 8% sitting just below grade level.</p> <p>After evaluation, the next steps to support our students will be: Continue to track these students and ensure that they maintain grade levels and continue to grow.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 284 | 297 | 295 | 318 |
| Girls | 280 | 295 | 321 | 299 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.4 | 87.4 | 92.9 | 84.7 |
| 1 | 91.1 | 89.9 | 92.9 | 83.8 |
| 2 | 91.8 | 90.1 | 93.5 | 86.7 |
| 3 | 92.8 | 84.9 | 91.9 | 87.2 |
| 4 | 92.5 | 91.5 | 91.8 | 84.3 |
| 5 | 92.2 | 87.4 | 92.5 | 83.5 |
| 6 | 92.5 | 87.0 | 90.5 | 84.8 |
| All Years | 92.3 | 88.4 | 92.4 | 85.0 |
| 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 |

Our attendance data demonstrated a major decline in students attending more than 90% of the school year, by the end of 2022 our results were sitting at 39.65%. Our overall attendance rate was 85% which is below the state average of 87.4%. High absences from both staff and students were experienced as a consequence of COVID-19. Absences were related to individuals and or family members being sick and thus students not attending school. In Term 4 we saw high numbers of families taking extended leave to visit overseas relatives.

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) | 6.4 |
| Classroom Teacher(s) | 26.68 |
| Learning and Support Teacher(s) | 1.5 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 0.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 8.06 |

*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 | 624,900 |
| Revenue | 7,244,572 |
| Appropriation | 7,084,134 |
| Sale of Goods and Services | 20,515 |
| Grants and contributions | 129,786 |
| Investment income | 6,688 |
| Other revenue | 3,450 |
| Expenses | -6,617,928 |
| Employee related | -6,184,758 |
| Operating expenses | -433,170 |
| Surplus / deficit for the year | 626,645 |
| Closing Balance | 1,251,545 |

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.

Using the carried forward funds and school funds in 2023 the school has committed to the following purchases:

- Five (5) replacement interactive whiteboards (\$25,000 budget) - purchased and installed week 4 Term 1
- 32 Drums to support the Chaplaincy program (\$3,500 budget)- purchased and delivered week 5 Term 1
- Designer art work to the concrete playground surfaces (\$18,500 budget) - delivered and installed week 6 Term 1.
- A replacement electronic noticeboard (\$20,000 budget)
- Up grade to current sound system (\$15,000 budget)
- Installation of a half size basketball court in partnership with the P&C (combined budget approx \$70,000).

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 | 183,989 |
| Equity Total | 581,234 |
| Equity - Aboriginal | 44,587 |
| Equity - Socio-economic | 198,054 |
| Equity - Language | 96,289 |
| Equity - Disability | 242,305 |
| Base Total | 5,234,423 |
| Base - Per Capita | 161,301 |
| Base - Location | 0 |
| Base - Other | 5,073,123 |
| Other Total | 675,207 |
| Grand Total | 6,674,853 |

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

At Claremont Meadows Public School students, parents and teachers participated in the Tell Them from Me survey in 2022.

In the student survey, students in Years 4-6 participated in the survey and the results demonstrated a small decline in some areas compared to previous years, with a notable decline in student's sense of belonging. This we believe, has been a result of the continued impact of COVID-19 on the lack of opportunities for students to participate in school events and extracurricular activities such as sports gala days and inter school events. This will be an area of focus for 2023.

Students were asked to rate the following areas:

Explicit Teaching Practices and Feedback

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

School Mean 7.6 above State mean of 7.5 - this is a direct result of the whole school focus on Visible Learning and demonstrates the positive impact of this initiative in the school plan.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

School Mean 7.5 comparative to State mean of 7.7

Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

School Mean 8.0 comparative to State mean of 8.4

Expectations for success

School staff empathise academic skills and hold high expectations for all students to succeed.

School Mean 8.2 below State mean of 8.7

In the teacher survey, all teachers were able to participate in the survey.

In the Eight Drivers of Student Learning, our teachers rated our school as performing above the state average in seven out of the eight areas. These included leadership, collaboration, positive learning culture, data to inform practice, teaching strategies, inclusivity, and parent involvement.

In the Four Dimensions of Classroom and School Practices, our teachers rated our school as performing above the state average in all four areas. These included developing challenging and visible learning goals, providing quality feedback, planning learning opportunities and overcoming obstacles to learning.

All parents were given access to complete the parent survey through: Facebook and Sentral notification, a letter home, school newsletter and Enews app.

Due to the continued impact of COVID-19 and parents not coming into the school as freely as before, only nineteen parents completed the survey resulting in not enough valid responses to be considered as an accurate representation of our parent community. This will also be an area of focus for 2023.

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

Across 2022, all Aboriginal students had a Personalised Learning Pathway (PLP) developed and implemented, focusing on student aspirations for their learning in both academic and cultural pathways.

Leading up to NAIDOC week, we again implemented a five-week Aboriginal cultural focus into our programming, with staff encouraged to find and share resources and collaborate with each other throughout. We also held a Deadly Display Competition, in line with the theme "Get Up! Stand Up! Show Up!". The competition included classes designing and creating an Aboriginal inspired display that could be seen from outside the classroom. A winning class from years K-2 and 3-6 were presented with a certificate, with classes touring around the school to appreciate the artworks created. Stage 3 then went further to create their own NAIDOC-inspired artwork which was displayed in our Aboriginal garden and yarning place.

We were able to provide a whole-school incursion, employing the Koomurri team who presented a range of activities including a welcoming ceremony, painting, boomerang throwing, examination of artifacts, Aboriginal storytelling, dance and music. Our Aboriginal students also participated in an excursion to the Brewongle Environmental Education Centre to learn more about the Darug people and their care of the land and their expert knowledge in sustainability and managing the natural resources available to them.

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.

Anti-Racism - School statement

At Claremont Meadows P.S. we have two teachers trained as Anti-Racism Officers who manage and support any anti-racism issues. In 2022 there were only three cases referred to the Anti-Racism Officers for intervention. In each case the matter was investigated, discussed with all stakeholders inclusive of students, parents and staff, and the matters successfully resolved. In all cases there has been no repeated behaviour.

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.

Multicultural and anti-racism education - School Statement

Multiculturalism is embedded into school practices and curriculum delivery. Our school actively works with all members of the community to ensure equitable access and support of special days and culturally significant events. Due to COVID-19 restrictions our very successful and annual Multicultural Day and celebration of diversity was not held. Harmony Day was celebrated as a school event with classes representing their understanding of the concept of Everyone Belongs through, students wearing an item of Orange and designing and displaying pictorial displays, literature experiences and classroom discussions. Our school acknowledges that Harmony Day is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values.



Aboriginal students also participated in an excursion to the Brewongle Environmental Education Centre



Art work co developed with staff and students with the Koomurri team.