2010 Annual School Report
Claymore Public School

NSW Public Schools – Leading the way
**Messages**

**Principal’s message**

2010 has again been a very busy and rewarding year at Claymore Public School. We continue to focus on programs that support the acquisition of the basic skills of Literacy and Numeracy that will provide a sound platform on which higher levels of learning can be achieved.

One of the highlights of the year was the installation of Interactive Whiteboards into every classroom throughout the school. This has provided our students with the opportunity to access quality technology and experience opportunities, which would otherwise be beyond their reach.

Unfortunately, some areas of our NAPLAN results have not been as positive as they normally are but that simply gives us direction for improved classroom practice, especially in the area of Reading in the upper grades of the school.

As always we work extremely hard to ensure that our school is a happy and safe place in which all children can learn and grow.

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

Ron Adams

**School Council message**

Again the School Council has played an active role in the governance of the school. We have been consulted with and assisted in the decision-making process for all major programs in the school.

I would like to extend a warm welcome to parents who would like to become part of our hardworking P&C, as well as thanking all who have supported our initiatives, thereby, allowing us to provide wonderful resources and additional benefits to our children.

Lyn Possingham

School Council Chairperson

**P & C message**

The parent body actively participated in the decision making and planning processes at the school in order to provide the best possible education for all students.

We have not been able to organise as many fundraising activities as we would have liked due to the fact that we do not have a very large number of active parents participating in the P&C. However, we have continued to provide funds to support a number of student programs.

We were involved in several initiatives including:

- The provision of quality, healthy food from the canteen, three days per week;
- Mothers Day and Fathers Day stalls
- Organisation of school photographs;
- End-of-term BBQs

It is important that the parents and supporters of our community join in with our P&C to ensure our continued commitment and success for 2011. Please join us at our meetings so that you can play a very important part in your child’s education.

Susanne Clark

P&C President

**Student representative’s message**

The Year 2-6 students at Claymore Public School elected our eight-student Captain and Prefect team for 2010. Our main role was to coordinate morning and whole school assemblies.

We worked with the Student Representative Council (SRC) to organise fund-raising for charities, including Stewart House. We assisted with special ceremonies including Anzac Day and the Easter Hat Parade. The student executive assisted our younger members of the SRC to gain leadership skills.

The most important and enjoyable thing we did this year was to help the school staff, Mr. Adams, our principal, and the school community.

Whitley Solomua
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student attendance profile

From 2004 – 2009, student attendance rates have remained consistently below the state average of around 94%.

However, in 2010, the school’s attendance rate has shown a significant improvement. One of the Deputy Principals has worked very closely with the Home School Liaison Officer (HSLO) to monitor student attendance, addressing individual cases as the need arose, which has resulted in an increase of 2.5% in the attendance rate. In 2011, the school will be placing an emphasis on addressing partial leave, where students arrive late to class. Another major concern is unjustified leave where no explanation is given for absences.

Student enrolment profile

In 2010, with the inclusion of Special Education Unit enrolments, student numbers peaked at 413. The Kindergarten cohort was the largest with 78 students, a figure that is also the largest number of Kindergarten students for many years.

The following table shows the Preschool to Year 6 enrolment trends over recent years:

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>176</td>
<td>177</td>
<td>180</td>
<td>183</td>
<td>200</td>
</tr>
<tr>
<td>Female</td>
<td>171</td>
<td>166</td>
<td>155</td>
<td>157</td>
<td>167</td>
</tr>
<tr>
<td>Total</td>
<td>347</td>
<td>343</td>
<td>335</td>
<td>340</td>
<td>367</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Mainstream classes:

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>JB P/S #1</td>
<td>PRESCH</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>JBP/S #2</td>
<td>PRESCH</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K/1B</td>
<td>K</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1/2F</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3/4G</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>4/5L</td>
<td>4</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>5R</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
Special Education Unit classes:

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>VB EIU #1</td>
<td>PRESCH</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>VB EIU #2</td>
<td>PRESCH</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>DD EIU #1</td>
<td>PRESCH</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>BM EIU #2</td>
<td>PRESCH</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>K-6A AUT</td>
<td>K-6</td>
<td>...42.1</td>
<td>7</td>
</tr>
<tr>
<td>K-6D IO</td>
<td>K-6</td>
<td>12121.</td>
<td>8</td>
</tr>
<tr>
<td>2-4S IM</td>
<td>2-4</td>
<td>2-8-5-1</td>
<td>16</td>
</tr>
<tr>
<td>4-6C IM</td>
<td>4-6</td>
<td>1-5-8</td>
<td>14</td>
</tr>
</tbody>
</table>

Management of non-attendance

The Deputy Principal and the Home School Liaison Officer (HSLO) monitored attendance weekly. When necessary, daily monitoring of student absences was undertaken. Students who have an attendance rate of less than 85% are closely monitored and supported as required.

In 2010, the attendance rate was 92.3%. This is an increase of 2.9% compared to 2009 and is the highest rate since at least the year 2000.

![Student attendance rates](chart)

Although we have experienced a significant improvement in the student attendance rate, we still need to focus on decreasing the high number of late arrivals.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Pre-school Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1</td>
</tr>
<tr>
<td>Pre-school Teacher of Young Children with Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of English as a Second Language</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>1.008</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.622</td>
</tr>
<tr>
<td>Total</td>
<td>41.023</td>
</tr>
</tbody>
</table>

There are two teachers of Indigenous descent working at Claymore Public School.

Staff Retention

Four new teachers were appointed to the school for 2010. Over recent years, staff retention has been an issue as many temporary teachers have gained permanent teaching positions at other schools and a number of permanent teachers have gained positions closer to their homes.

Since 2007, the school has only retained 43% of its teaching staff.

<table>
<thead>
<tr>
<th>Years of service</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>11</td>
<td>10</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>At Claymore</td>
<td>21</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

School performance 2010

Achievements

Arts

The Creative Arts program was expanded in 2010 with the addition of an Aboriginal dance group, a junior Pacific Island dance group and the formation of a drama club. Performance groups participated in the Sydney South West Dance Festival, Education Week activities, Grandparents Day and at a local school’s Multicultural Day.

The creation of an Aboriginal dance group has brought our Koori community members together, far more than they have been in the past. It is anticipated that an additional Aboriginal performance group will be established in 2011.

“Claymore Rocks” was a celebration of all of our performance groups, which included K-6 students participating in two choirs, drumming, and five dance groups as well as our preschool students.

Our annual “Claymore Idol” showcased the talents of our new drama club as well as providing the opportunity for individual and group acts to perform for the whole school, after having been selected through an audition process.

The Song Room program was introduced in 2010. It operated in Year 3-6 classes where a allocated teaching artist taught drumming and dance to the students as well as developing the skills of the teachers so that they could continue the program with this support.

Sport and PD/H/PE

All students have continued to be involved in a wide variety of sporting activities where they develop gross motor skills and game skills.

During Terms 1 and 4, students eagerly participated in PSSA competitions including Softball, T-ball, Cricket and Touch Football with the Senior Touch Football team finishing “runners-up” in the competition. In Terms 2 and 3, students competed in the sports of Netball, Soccer and Rugby League with the Junior Rugby

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>0.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>0.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>
League team being named “runner’s-up” in their competition.

Students also actively participated in a range of coaching clinics including Rugby League and Cricket as well as state knockout carnivals competitions in Rugby League and Rugby Union. Special mention should go to the Junior Rugby League team which was won the Under 10B division of the Wests All Schools Knockout and later competed in the NSW All Schools Knockout at Penrith.

The Active After School Communities Program is a Federal Government program that offers students the opportunity to participate in physical activities after school for an hour at no cost to families.

We are now in the third year of conducting the program, 3 afternoons per week, thanks to the support of teachers staying back after school to teach and supervise the activities. In 2010, the children have participated in various sporting activities designed to develop general fitness and skill levels as well as dance activities. This resulted in an improvement in the children’s sporting skills and an increase in their physical activity as well as proving to be great fun.

Students also participated in the Premier’s Sporting Challenge (PSC). The PSC ran for 10 weeks and actively encouraged all K-6 students to be physically active for at least 30 minutes a day. The PSC was also an important part of the school’s Fundamental Movement Skills program as it aided in improving children’s Fundamental Movement Skills.

Students also regularly participated in Personal Development and Health Education lessons to improve their knowledge and understanding of issues affecting their own health.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Compared to other schools on the Priority Action Schools Program (PAS), the following comparison can be made in Spelling:

- 17% fewer students in the bottom three bands (1-3) than 2009.

Compared to school performances in previous years, we have:

- 18% more students in Bands 4 and 5 in Reading than in 2009;
- 12% more students in Bands 4 and 5 in Writing than in 2009; and
- 24% more students in Bands 5 and 6 in Spelling than in 2009.

Numeracy – NAPLAN Year 3

10% fewer students achieved Bands 1 and 2 than in 2009. However, no students achieved Bands 5 or 6.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 5

Compared to other schools on the Priority Action Schools Program (PAS), the following comparisons can be made in Spelling:

- 13% fewer students in the bottom two bands (3 and 4) than in 2009; and
• 7% more students in the top two bands (7 and 8) than in 2009.

Compared to school performances in previous years, we have:
• 9% more students in Bands 7 and 8 in Grammar than in 2009; and
• an increase of 6% more students in Bands 7 and 8 in Spelling than in 2009.

In 2010:
• 51% of students were in Band 5 or higher;
• 28.6% of students achieved greater than or equal to the expected growth; and
• 87.9% of students achieved above the 25th percentile.

Progress in literacy
Average progress in reading for matched students:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>102.6</td>
<td>82.9</td>
<td>77.0</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>84.9</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.5</td>
<td>77.8</td>
<td>59.1</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>67.5</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Data from these tables clearly shows that our students have not performed as well as those from both throughout the State and from Similar School Groups (SSG) for the last two years.

Progress in numeracy
Average progress in numeracy for matched students:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>125.5</td>
<td>100.5</td>
<td>69.3</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>82.9</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>
Data from the previous table shows that our students did not perform as well as those from both throughout the State and from Similar School Groups (SSG) in 2010.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>78</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>78</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

In 2009 we had over 50 Aboriginal students at Claymore PS. Our school ensured that culturally appropriate materials were utilised in the teaching of all Key Learning Areas (KLAs) and that staff were aware of issues related to indigenous students, their families and community.

Aboriginal education has been implemented using a whole school approach and continues to be an integral part of school curriculum and culture. This year, programs and activities that supported Aboriginal students and educated non-Aboriginal students and staff about Aboriginal culture included:

- Continued incorporation of the Acknowledgement of Country at formal assemblies. Older Aboriginal students mentored younger students in presenting the Acknowledgement of Country at assemblies.

- Individual Education Plans were developed for all Aboriginal students in order to support achievement in all aspects of Literacy, Numeracy and cultural development.

- In Term 3, Claymore Public School opened its “Koori Club” - a place for all Aboriginal students and their parents to come and hang out. Koori club occurred once a month until the end of the year and was facilitated by members of the Aboriginal committee, Aboriginal parents and members of the AECG. A wide range of activities, puzzles and indigenous games and stories has been purchased to support the program’s implementation.

- Norta Norta (In Class Tuition) provided intensive support to students in Years 4 and 6 who had been identified as being ‘at-risk’ or underachieving in NAPLAN 2009. These students were provided with an Aboriginal tutor for English and Mathematics. The program gave our teachers more opportunities to further develop their skills in developing Personalised Learning Plans (PLPs) and gave our students a chance to improve their learning on a one-on-one basis. The focus of each student’s tutoring sessions was determined through careful analysis of
their NAPLAN results and their PLPs in consultation with their parents.

- Aboriginal Dance group – throughout Term 1 and 2, indigenous and non-indigenous students were selected to be involved in an Aboriginal Dance Group which was a new initiative to our school’s dance groups. The students used traditional Aboriginal dance moves, in a contemporary style, to reflect different animals of the land – the kangaroo, the kookaburra and the crocodile. The students successfully auditioned for the South Western Sydney Regional Dance Festival and performed at Bankstown Town Hall early in Term 2. The dance group also performed at many other events throughout the year, including Education Week, Claymore Rocks, AECG meetings and assemblies.

- NAIDOC Week - this year, all classes at Claymore Public School participated in boomerang painting and indigenous classroom activities. On Sorry Day, we had a "Gindaja" performance by Sean Dewar. His performance included:
  - Traditional aboriginal and islander cultural dance;
  - Rap Dancing;
  - Didgeridoo;
  - Beat box;
  - Bush foods and their medicinal properties; and
  - Costumes and artwork.

- Involvement in the Building Stronger Connections (BSC) strategy was used to enhance and sustain greater Aboriginal student enrolment in the preschool. The strategy was successful in increasing Aboriginal student enrolments along with improving Aboriginal parent involvement in the early years. The BSC also supported greater participation in Preschool to School transition initiatives. Rather than solely focusing on the Preschool, all teachers were regularly provided with ways of integrating Aboriginal perspectives into daily classroom lessons through staff meetings.

**Multicultural education**

Claymore Public School caters for students from a diverse range of backgrounds and cultures. Students with a Language Background Other Than English (LBOTE) total around 55% of the school’s population. The predominant culture is Samoan.

Students who are learning English as their second language receive special support from the Learning Support Team to develop their language and literacy skills. All staff were trained in the use of the ESL Steps and Scales document to enhance the teaching and assessment of students from non-English speaking backgrounds. Parents and students are actively encouraged to maintain their first language.

Community harmony is promoted through school policies and practices. To ensure an inclusive school community and a racism-free learning environment, the school responds quickly to offensive language, racist jokes, stereotyping and discrimination by referring students to one of the Anti-Racism Contact Officers (ARCOs).

**Respect and responsibility**

We have continued to implement Positive Behaviour Interventions and Strategies (PBIS) as a positive and consistent approach to student welfare throughout the school.

Our school rules of Be Safe; Be Respectful; Be a Learner enhance our school values and are used to identify positive role models within the student population. Each week, one student from each class was selected by their teacher for having demonstrated the identified value of the week. They received a certificate at the Friday morning assembly.

The main features of the program are:

- A common purpose and approach to discipline;
- A clear set of positive expectations, behaviours and procedures for the teaching of the expected behaviours;
- A continuum of procedures for encouraging expected behaviour;
A continuum of procedures for discouraging inappropriate behaviour; and
Procedures for on-going monitoring and evaluation.

Other programs
Priority Schools Program (PSP)

PSP funding is provided in two areas - the Priority Action School Program (PAS) and the Priority School Funds Program (PSF). Funding from these two programs was used throughout 2010 to implement quality teaching and learning programs in the areas of literacy and numeracy, student engagement and community participation.

The Priority Action School (PAS) Program allowed for:

- Significant funding allocated to training and development for all teachers in Accelerated Literacy to increase the engagement and success of all students in Literacy. The Accelerated Literacy program was able to run consistently across the school K-6 through the purchase of several thousand dollars in resources;
- The employment of a Deputy Principal – Teaching and Learning who was responsible for monitoring and improving teaching programs in literacy and numeracy, as well as facilitating staff development;
- An experienced teacher to take on the role of a Mentor so as to provide teachers with the opportunity to receive professional growth through in-school support;
- Successful monitoring and improvement of student attendance;
- Collegial planning days held each term across every stage to provide teachers with the opportunity to ensure consistency in programming and assessment, as well as to undertake collegial planning with Learning Support Team staff;
- The employment of School Learning Support Officers to work with students who were at risk of not achieving the expected reading benchmarks. These programs have been extremely successful in helping these students to meet literacy targets; and
- The purchase of a variety of literacy and numeracy resources to support classroom teaching and learning.

The Priority School Funds Program (PSF) allowed for the:

- Purchase of resources to support the teaching of Literacy and Numeracy;
- Additional purchases to improve the current Library stock so the students and relevant and up-to-date reading material available; and
- Purchases of awards and rewards for use in the Positive Behaviour Interventions and Strategies (PBIS) program as well as teaching resources to support the development of social skills.

Students with Disabilities

In 2010, Claymore catered for up to 89 students in its Special Education Unit consisting of 2 Intellectually Mild (IM) classes, 1 Intellectually Moderate (IO) class, 1 class for students with autism and 2 Early Intervention Units for preschool age students. The students in these classes also benefited from the full range of mainstream school programs. As well as working towards syllabus outcomes in all Key Learning Areas (KLAs), these students participated in programs to assist with life skills such as shopping, cooking, fine and gross motor skills and leisure choices.

The Early School Support Program (ESSP) teacher supported students with a mild intellectual disability who are enrolled in our mainstream classes. When reaching the age of eight years, these students can seek a support class placement. Both in-class support and small group lessons have been used to raise the literacy and numeracy levels of these students.

The school has used Funding Support to provide School Learning Support Officer assistance to students with special needs in mainstream classes. The support received from these programs has ensured that students with health problems, physical disabilities, mental health problems and Autism Spectrum Disorder were able to successfully access all aspects of the school curriculum.
Reading Recovery

Reading Recovery is an early intervention program for Year 1 students. It provides intensive, high quality assistance to students who are experiencing difficulty with reading and writing. The program aims to quickly accelerate each student’s progress to the average level of the class.

Throughout 2010, Reading Recovery increased its student allocation to 6 students per day. This enabled for more students in Year 1 to have access to the program and saw 14 students in Year 1 successfully discontinue their lessons series at a level 16 or above. We had 3 students transfer schools in the middle of their program and one student referred for further testing. The average amount of weeks spent in Reading Recovery to reach the target reading level of level 16 was 12.7 weeks. Our percentage rate for students successfully discontinuing the program for 2010 was 93%.

In 2011, there will be an increase to two Reading Recovery teachers operating at Claymore Public School, who will both complete their training year, teaching 4 students per day resulting in 8 students being supported each semester.

Best Start

In 2009 Claymore Public School implemented a new government initiative to increase the learning outcomes in Literacy and Numeracy for students in Kindergarten – Best Start.

There were two components to the Best Start initiative - a statewide Kindergarten entry assessment for students in their first weeks of school and the provision of expert Literacy and Numeracy leaders. Consultants worked with the Kindergarten teachers to build teacher capacity to diagnosis a student’s Literacy and Numeracy needs and to support the teachers in the explicit teaching of strategies in Literacy and Numeracy.

Data collected during the assessments in Terms 1 and 4 indicated that all students had progressed to higher levels in both Literacy and Numeracy.

The following results were achieved for Kindergarten students entering Claymore Public School 2010:

- 88% of students recorded Level 0 in Reading Texts;
- 82% of students recorded Level 0 in Phonics;
- 88% of students recorded Level 0 in Phonemic Awareness;
- 91% of students achieved Level 0 in Concepts About Print;
- 69% of students recorded Level 0 in Aspects of Speaking;
- 97% of students recorded Level 0 in Aspects of Writing;

This data facilitated the development of more meaningful educational programs for all Kindergarten students.

Kindergarten teachers found that the Best Start initiative has resulted in stronger parent/school partnerships, more personalised learning for students and provided a common framework for professional dialogue between teachers in Early Stage 1.

In 2011, this program will also be implemented in Year 1 and 2 classes.
Progress on 2010 targets

Target 1
To enhance student outcomes in numeracy through improved quality of teaching and learning K-6.

Our achievements include:
- increased student engagement in learning; and
- increased skills of teachers in the delivery of Quality Teaching activities.

Our targets were not achieved:
- 76% of Y3 students achieving minimum standards (75% achieved); and
- 85% of Y5 students achieving minimum standards (75% achieved).

Target 2
To enhance student outcomes in literacy through improved quality of teaching and learning K-6 in Spelling.

Our achievements include:
- 89% of Y3 students achieving minimum standards (target 89%);
- 94% of Y5 students achieving minimum standards (target 89%);
- increased student engagement in learning; and
- staff gaining greater skills and confidence in the teaching of spelling.

Target 3
To provide a challenging, caring, safe and supportive environment where all students are fully engaged in their learning.

Our achievements include:
- increased student engagement in learning;
- staff gaining greater skills and confidence in the management of student behaviour; and
- Aboriginal student learning, welfare and social needs were addressed through Individual Learning Plans in consultation with parents and/or carers.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

Educational and management practice

Learning

Background

Staff, students and parents were surveyed about Learning by using the School Map Best Practice Statements. The results were comprised and analysed to assist in guiding our teaching practices and reflect upon the learning outcomes of all students. The information gathered highlighted the perception of staff, student and parents and provided direction for further investigation and future planning.

Findings and conclusions

- 89% of students reported their classroom is an interesting place to learn. Eight-four percent of students agreed the school has good equipment to help them learn.
- Only 15% of students believe that teachers talk to their parents about their learning.
- 90% of students believe that the school expects them to do their best, while eighty-six percent say they work hard and take pride in their learning.
- Students were not sure that their teachers shared ideas about teaching and learning with other teachers, although some recognised that this happened within the school.
- Fewer that 20% of students realised that teachers worked together in teams to plan and assess student learning.
- They did not understand that teachers are also learning all the time, including updating their skills.
- Students also did not generally realise that other people besides teachers also help them to learn. This included their understanding of other students.
- Most students thought that they had a balance of individual and group work.
**Future directions**

- The teachers should talk to their students and parents about the professional learning that they attend, and that they present, in the school and in the region. The school will also promote this more through the newsletter.

- Students need to be made aware of the contribution that other people, adults and students make to their learning. Explicit and more structured reflection practices about what learning has taken place will improve understanding of this concept.

- Students will be asked to set goals for themselves each term, and these will be reviewed through discussions between parent, student and teacher.

**Curriculum**

**English**

**Background**

Staff, students and parents were surveyed about the teaching of English in the school. English was chosen because it is always one of our major focus areas and as it had not been the subject of a review in recent years.

**Findings and conclusions**

- Parents thought English was the most, or one of the most important subjects;

- Students like reading much more than writing;

- Students generally feel they are improving but English is not a favourite subject;

- Students are positive about talking and listening;

- Parents are unaware of the curriculum; and

- Home reading is inconsistent across the school.

**Future directions**

- Parent workshops be held to inform parents about the English syllabus;

- Review of the home reading program across the school; and

- Review of the writing program across the school.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Students**

When asked what they thought about their learning, students said that they:

- Feel positive and valued;

- See the benefits of education;

- Believe learning is important and purposeful;

- Believe teachers are supportive;

- Enjoy school and see themselves as successful learners; and

- Are proud to be a student of this school.

**Parents/community**

Parents indicated that the school needs to:

- Improve in the area of communication;

- Include student work samples in newsletters;

- Assign extra staff to monitor entry/exit gates;

- Implement programs addressing safely walking to and from school;

- Bring back the student birthday cards for morning assemblies;

- Provide more opportunities for parents to participate in professional development workshops eg they would like to be able to help their children in Mathematics and Literacy; and

- Provide more opportunities for them to become more actively involved in school-based decision making.

**Teachers**

Teachers believe that:

- A more focused professional development process, better tied to the school plan and with a clear destination in mind, would enhance their professional development;

- Teacher involvement in parent workshops will strengthen relations; increase relevance
and understanding for students and their families.

**Professional learning**

Teacher professional learning was aligned with the school plan. The funding allocated to Numeracy was $6000 (33% of the total budget) with $4,400 (25%) allocated to Literacy.

The executive team was involved in a series of leadership workshops run by an external consultant as part of a Leadership Development program.

All staff participated in Professional Learning opportunities in 2010. The following table shows how funds were expended:

<table>
<thead>
<tr>
<th>Training &amp; Development</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Numeracy</td>
<td>$1568.00</td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>$5915.65</td>
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<tr>
<td>Use of ICT</td>
<td>$1292.06</td>
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<tr>
<td>Beginning Teachers</td>
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<tr>
<td>Quality Teaching</td>
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<tr>
<td>Career Development</td>
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<tr>
<td>Syllabus Implementation</td>
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<tr>
<td>Other</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$23207.90</strong></td>
</tr>
</tbody>
</table>

As well as attending external courses, all staff participated in training and development throughout the year in staff and stage meetings. In particular, a Literacy Consultant provided a six session training and development program in Literacy on Track that provided staff with explicit teaching strategies and resources to enhance Literacy programming in all stages. There also was a module to support the school leaders in the implementation the of program.

All members of staff participated in a series of SMARTBOARD training sessions to prepare for the installation of Interactive Whiteboards.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*Increase the percentage of students achieving at or above minimum standard in overall Numeracy.*

Strategies to achieve this target include:

- Development of school based ongoing assessment practices in order to identify areas for improvement;
- Continued implementation of the Mathletics;
- Continued implementation of programs to address Working Mathematically;
- Making more effective use of NAPLAN and school based data to drive the planning process, targeting areas of need and providing appropriate support; and
- Accessing those staff members who have attended training to provide professional learning to the remainder of staff on current trends in numeracy teaching and learning.

Our success will be measured by:

- At least 49% of Year 3 students achieving at minimum standards;
- At least 86% of Year 3 students achieving at minimum standards; and
- 10% improvement in student pre and post assessment results using Mathletics.

**Target 2**

*Increase the percentage of students achieving at or above minimum standard in Reading as measured by NAPLAN 2011.*

Strategies to achieve this target include:

- Extending the implementation of the Best Start Assessment Program into Stage 1 in order to better determine student abilities enabling the development of more effective teaching and learning programs.
- Collaborative grade team planning, implementing DET key concepts within the SSPS planning framework. Sessions will ensure the development of consistent
teacher judgement and high expectations across all stages.

- Making more effective use of NAPLAN and school based data to drive the planning process, targeting areas of need and resourcing these effectively.
- Increased participation in Home Reading by students K-2 and;

Our success will be measured by:

- At least 75% of Year 3 students achieving at minimum standards in Reading;
- At least 75% of Year 3 students achieving at minimum standards in Writing;
- At least 86% of Year 5 students achieving at minimum standards in Reading; and
- At least 87% of Year 5 students achieving at minimum standards in Writing,

**Target 3**

To improve learning and social outcomes for all students through the development of a positive and inclusive school environment.

Strategies to achieve this target include:

- Development of student awards presented to target partial attendances;
- Continuation of the school PBIS program to improve student welfare practices, both negative and positive;
- Continuation of the implementation of effective Individual Learning Plans; and
- Introduce structured play programs, during both breaks, for at-risk students.

Our success will be measured by:

- Increased parental engagement in supporting their children’s education;
- Development of Individual Learning Plans (ILP) for all at-risk students;
- 10% decrease in episodes of disruptive behaviour in classrooms; and
- 10% decrease in suspension rates.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Ron Adams - Principal
Reg Corney – Deputy Principal
Karyn Hyman – Assistant Principal
Sue Ashton – Teacher
Stuart Richardson - Teacher
Lyn Possingham – School Council Chairperson
Susanne Clark – P&C President

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
