School Context Statement
Claymore PS is situated in South West Sydney, and part of the Campbelltown Network of Schools for the Department of Education and Communities. The school caters for students from diverse language, cultural and socio-economic backgrounds, having a Family Occupation and Education Index of 163. The school is dynamic and unique in terms of the programs the school provides to cater for the diverse needs of the student population across the mainstream, support unit and preschool settings. The school strongly embraces diversity and inclusivity, valuing and supporting individual abilities, needs, talents and cultures. The school aims to develop the whole child and cater for individual differences, providing many programs to support specific needs. Claymore Public School receives significant funding, which supports the school achieve its strategic directions and goals, and is currently participating in the Early Action for Success strategy (commenced T4, 2012).

Students
The school has an enrolment of 333 students, with 272 students P-6 and 61 students in the Support Unit (consisting of IM, IO, Autism and Early Intervention classes). Students at Claymore Public School represent a diverse multicultural community, with 46% of students from a language background other than English and 12% of students identify as Aboriginal and Torres Strait Islander.

Principal’s message
Claymore Public School is committed to providing high quality education for our students and has achieved much to be proud of in 2014. We continually strive to achieve our school mission of creating a vibrant learning community that is inspiring, engaging and supportive, empowering students to be confident, creative and informed individuals who contribute positively to our world.

As Principal, I continue to be proud of our school culture; a school culture that:

- • fosters a spirit of inclusiveness where diversity is valued and celebrated;
- • values and embraces a shared responsibility with parents/carers as partners in education; and
- • promotes a strong sense of pride and community spirit.

Some of these key achievements in 2014 include:

- • Continued successful implementation of an innovative teacher mentor program, with a focus on improving teacher and leadership quality and in turn, student results in Numeracy and Literacy.
- • Continued improved academic results as evidenced by NAPLAN data. We achieved many of our set targets for students in Year 3 and Year 5, and achieved above state average growth for students in year 5, for Reading and Numeracy.
- • Our K-2 students have continued to make impressive growth towards the achievement of the targets within the Early Action for Success initiative.
- • We have continued to make improvements in our student attendance rate, and a greater number of student absences being justified with a note of explanation.
- • We have had continued successful implementation of PBL (our student welfare program), where we have worked hard as a whole school, implementing a united, consistent approach to enhanced student welfare practices. This has proudly led to a significant decrease in negative student welfare incidents at our school and enhanced our school culture. Additionally, our students also won the “Best Behaved School Award” at the zone cross country carnival for the 2nd consecutive year.
- • We have had successful representation of our students at extra curricula and representative sporting events. One of our students was joint winner at the zone public speaking competition, and our debating team performed well, and experienced some pleasing wins against other schools. Our Wests knockout football teams, once again performed...
well, competing at the state knockout carnival.

- We have achieved continued improvements in our school environment, with our upgraded playground areas that have made a difference to the quality of our school environment.
- We held a school concert and school fair, where we raised $7000- a wonderful effort by our whole school community.
- We have expended approximately $40,000 on upgrading our technology throughout the school, which has allowed the provision of one technology device per student. We are committed to ensuring every child is supported, engaged and equipped with the necessary skills, to support them as a learner in the 21st century.

I continue to be impressed by the support that we attain from the school community with events and initiatives. The school’s Concert and Spring Fair highlighted such great community support.

At the end of the year, we surveyed the school community on their overall satisfaction with the school. Of the 110 surveys we received, it is pleasing to report that 86% of parents/carers are satisfied or highly satisfied with our school’s performance. One other key point was that 82% of families agree that we have competent teachers who set high standards of achievement for our students. We thank you for your confidence in us and we will continue to aim high, working to bridge any gaps we may find.

In 2015, we will remain committed to providing excellence in education, developing the whole child and catering for individual differences. We aim to continue to build on quality teaching, learning and leadership practices, with a focus on improving student results in literacy and numeracy.

I look forward to leading Claymore PS to achieve our strategic directions and improvement targets in 2015.

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.

Lisa Porter - Principal

P&C message

A small and dedicated team of parents, with teachers’ support, has assisted in many areas within the school.

Again, fundraising was a focus of efforts for the P&C this year. The P&C fundraising included a Mothers’ Day stall, Fathers’ Day stall, slice, cookie dough and pie drive, Spring Fair and several raffles. Monies raised have been set aside for the purchase of technology, allowing each student from Kindergarten to Year 6 the use of an individual computer. Claymore school community were represented at local community events where the P&C held a refreshment stall at the Celebration of Claymore evening, marched under Claymore Pride in the Fisher’s Ghost Parade, (winning a prize for their involvement), and supported the Claymore Action Network (CAN) working with staff, parents and local services to improve opportunities for students. Community Café continues to run strongly four mornings a week, bringing community and staff together. This year Claymore PS P&C became members of the P&C Co-op. Members attended co-op meetings and workshops, gaining valuable knowledge of resources, programs and suppliers. The P&C utilised some equipment at the Spring Fair, to assist with fundraising efforts.

We look forward to continuing to assist within the school in 2015.

Julie Jarrett - P&C President

Student representative’s message

In 2014, Claymore Public School elected two captains and two vice captains. The school captains and vice captains were involved in conducting SRC meetings, selling raffle tickets and Manning stalls to raise money for our playground, running morning assemblies, introducing the weekly PBL rules, working with teachers, coordinating and leading all major assemblies, working with students across younger grades during break times and various other duties that required a high level of responsibility. We would like to thank the staff and parents for all their support throughout the year. Rachel Taito and Gary Butler – School Captains
Student information

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>180</td>
<td>183</td>
<td>200</td>
<td>211</td>
<td>198</td>
<td>175</td>
<td>156</td>
</tr>
<tr>
<td>Female</td>
<td>155</td>
<td>157</td>
<td>167</td>
<td>164</td>
<td>143</td>
<td>119</td>
<td>116</td>
</tr>
</tbody>
</table>

Enrolments

At the end of 2014, we had 272 mainstream students enrolled at Claymore Public School, 156 males and 116 females.

Student Attendance Profile

2014 Attendance
Our attendance rate has stabilised in 2014. Although this attendance rate is 0.16% lower than 2013 and is below state and regional averages, our attendance management systems, procedures and staff and community commitment remain extremely effective. We look forward to continued growth in 2015.

<table>
<thead>
<tr>
<th>School</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>86.4</td>
<td>89.4</td>
<td>87.9</td>
<td>91.2</td>
<td>91.6</td>
<td>91.6</td>
</tr>
<tr>
<td>1</td>
<td>85.6</td>
<td>90.2</td>
<td>90.9</td>
<td>91.1</td>
<td>93.6</td>
<td>91.1</td>
</tr>
<tr>
<td>2</td>
<td>91.6</td>
<td>91.2</td>
<td>91.2</td>
<td>92.0</td>
<td>93.8</td>
<td>91.3</td>
</tr>
<tr>
<td>3</td>
<td>93.3</td>
<td>92.4</td>
<td>93.2</td>
<td>91.8</td>
<td>91.3</td>
<td>92.9</td>
</tr>
<tr>
<td>4</td>
<td>91.4</td>
<td>93.2</td>
<td>93.3</td>
<td>91.8</td>
<td>89.6</td>
<td>96.4</td>
</tr>
<tr>
<td>5</td>
<td>89.3</td>
<td>94.1</td>
<td>93.6</td>
<td>94.0</td>
<td>95.5</td>
<td>94.0</td>
</tr>
<tr>
<td>6</td>
<td>89.4</td>
<td>92.3</td>
<td>95.3</td>
<td>94.0</td>
<td>92.6</td>
<td>92.4</td>
</tr>
<tr>
<td>Total</td>
<td>88.9</td>
<td>91.4</td>
<td>92.1</td>
<td>91.8</td>
<td>92.6</td>
<td>92.4</td>
</tr>
</tbody>
</table>

Management of non-attendance
We have continued to implement successful procedures that were introduced in 2012-13 and developed new practices to manage and improve student attendance. The following strategies have been implemented at Claymore Public School in 2014:
- Improved tracking procedures for attendance and absences;
- Training for teachers and executives in attendance follow-up procedures;
- A continued focus on increasing justified absences;
- Continued use of notes booklet to report justified absences;
- Sharing attendance targets and progressive data with the school community;
- Weekly meetings with the Home School Liaison Officer (HSLO);
- Individual attendance tracking and student rewards for targeted students;
- The employment of an Aboriginal SLSO to support, monitor and track the attendance of Aboriginal children;
- Frequent communication with parents/carers, via newsletter and assembly notices;
- Rewarding 100% attendance each term and at the end of the year; and
- An attendance reward at the end of each term.

Structure of classes

Preschool and Mainstream
In 2014, our preschool provided two programs per week. During semester 1, group one attended Monday to Wednesday and group two attended Thursday to Friday. During semester 2, group two attended Monday to Wednesday and group one attended Thursday to Friday. In 2014, our school was structured into 11 mainstream classes.

Support Unit
The Support Unit consisted of one IM class (mild intellectual disability), one IO class (moderate intellectual disability), one Autism class and two Early Intervention classes.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Staff
During 2014, 53 staff members were employed at Claymore Public School, consisting of 36 teachers and 17 SASS staff. The executive staff consisted of 1 Principal, 4 Deputy Principals and 3 Assistant Principals.

Workforce Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Pre-school Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Part-time/RFF staff/other</td>
<td>1.698</td>
</tr>
<tr>
<td>Teacher of IO (Mod Int Disabilities)</td>
<td>1</td>
</tr>
<tr>
<td>AP/Teacher of IM (Mild Int Disabilities)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Autism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Early Intervention</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.522</td>
</tr>
<tr>
<td>Total</td>
<td>30.32</td>
</tr>
</tbody>
</table>

At the end of 2014, some temporary teaching and SASS staff were appointed by merit selection procedures for twelve month tenure for 2014. These staff positions included nine classroom teacher positions and five School Learning Support Officers (SLSOs). The four Deputy Principals employed under a temporary tenure will continue their role in 2015.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Claymore Public School has three Indigenous staff members currently employed; two teachers and one School Learning Support Officers (SLSOs).

Workforce Retention
During 2014, our school experienced some staff mobility in terms of substantive positions. This included: One SASS staff member retiring and one permanent staff member receiving a transfer to another school.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
</tbody>
</table>

Beginning Teachers
During 2014 we had one beginning teacher (permanent member of staff), who participated in professional learning utilising funding under the Great Teaching Inspired Learning reform. A personalised learning plan was established, and action plan for professional learning and support was developed. The teacher received mentoring and coaching from an Instructional Leader that involved collaborative planning, goal setting, feedback, classroom observation, modelling and team teaching. Professional Learning addressed the areas of pedagogy supported by technology, quality assessment practices and implementation of new syllabus documents.

Professional Learning and Teacher Accreditation
All members of staff participated in professional learning through individual training/mentoring, at school development days, staff meetings and in team meetings.

All staff participated in professional learning sessions at school development days at the beginning of Term One, Two and Three. In addition, members of staff participated in courses provided by external personnel.

Staff participated in extensive professional learning on the new English syllabus, Mathematics syllabus and Science and Technology syllabus for the Australian Curriculum. Professional learning was also provided on Numeracy, Literacy and Quality Teaching to support the school priority areas.

In addition to this, staff were involved in professional learning in the following areas: Technology, Assessment and Reporting, Leadership, Welfare and Equity, Career Development and DEC/School Policies.
The total school expenditure on professional learning for 2014 was approximately $95,300 with an approximate average expenditure of $3,000 per teacher, and $500 per SASS staff member.

In 2014, the school had 4 new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. The school had 8 new scheme teachers maintaining accreditation at Proficient, with no teachers at this stage seeking voluntary accreditation at Highly Accomplished or Lead.

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>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$586,249.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>$233,177.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$1,021,886.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$51,742.01</td>
</tr>
<tr>
<td>Interest</td>
<td>$21,201.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$19,719.37</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$1,933,976.61</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: $16,900.28
  - Excursions: $19,253.82
  - Extracurricular dissections: $19,677.30
- Library: $1,147.81
- Training & development: $8,293.13
- Tied funds: $90,267.77
- Casual relief teachers: $29,994.37
- Administration & office: $102,509.67
- School-operated canteen: $0.00
- Utilities: $52,265.30
- Maintenance: $29,903.71
- Trust accounts: $21,172.49
- Capital programs: $36,225.25
- Total expenditure: $1,240,010.90

**Balance carried forward**: $693,965.71

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

### School performance 2014

#### Academic Achievements

**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.

- **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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

#### Reading -NAPLAN Year 3

![Percentage in bands: Year 3 Reading](chart)

**Our Yr 3 NAPLAN Reading results indicated:**

- 27.3% of Year 3 students achieved proficiency (bands 5-6) in Reading, compared to the region’s 23.3% and the state’s 49.3%; and
- 94% of our students were at or above the minimum standard for reading, compared to 86% of the region and 95% of the state;

**Comparison: 2013 and 2014 NAPLAN data**

The results in Reading indicated improvements in the following areas-

- An improvement of 1 percentage point in students achieving proficiency standard—2013 (26.3%); 2014 (27.3%).
• 94% of Year 3 students achieved at or above minimum standards, 2% above our school target.

Writing – NAPLAN Year 3

Our Yr 3 NAPLAN Writing results indicated:
• 30.3% of Year 3 students achieved proficiency (bands 5-6) standard, compared to the region’s 19.6% and the state’s 47.8%;
• 87.9% of students achieved at or above the minimum standard, compared to 90% of the region and 96.7% of the state.

Comparison: 2013 and 2014 NAPLAN data
In Writing, the results demonstrated targets were achieved and improvements were gained in the following areas:
• An improvement of 11.3 percentage points in students achieving proficiency standard - 2013 (10.6%); 2014 (21.9%)
• An improvement of 0.5 percentage points in students achieving at or above minimum standards - 2013 (96.4%); 2014 (96.9%)

Numeracy – NAPLAN Year 3

Our Yr 3 NAPLAN Numeracy results indicated:
• 21.9% of Year 3 students achieved proficiency (bands 5-6) in Numeracy, compared to the region’s 17.1% and the state’s 42.4%; and
• 96.9% of our students were at or above the minimum standard for Numeracy, compared to 92.3% of the region and 96.7% of the state.

Comparison: 2013 and 2014 NAPLAN data
In Numeracy, the results demonstrated targets were achieved and improvements were gained in the following areas:
• An improvement of 11.3 percentage points in students achieving proficiency standard - 2013 (10.6%); 2014 (21.9%)
• An improvement of 0.5 percentage points in students achieving at or above minimum standards - 2013 (96.4%); 2014 (96.9%)

Reading – NAPLAN Year 5

Our Yr 5 NAPLAN Reading results indicated:
• 0% of Year 5 students achieved proficiency (bands 7-8) in Reading, compared to the region’s 13.4% and the state’s 35.2%; and
• 85.7% of our students were at or above the minimum standard for Reading, compared to 83.8% of the region and 94.6% of the state.

Comparison: 2013 and 2014 NAPLAN data
The results in Reading indicated improvements in the following areas:
• 85.7% of Year 5 students achieved at or above minimum standards, 4.7% above our school target.
Our Yr 5 NAPLAN Writing results indicated:
- 10% of Year 5 students achieved proficiency (bands 7-8) in Writing, compared to the region’s 4.3% and the state’s 17.6%; and
- 80% of our students achieved at or above the minimum standard for Writing, compared to 75% of the region and 92.3% of the state.

Comparison: 2013 and 2014 NAPLAN data
The results in Writing indicated targets were met and showed improvements in the following areas:
- An improvement of 37 percentage points in students achieving at or above minimum standards –2013 (43%); 2014 (80%).

Our Yr 5 NAPLAN Numeracy results indicated:
- 4.8% of Year 5 students achieved proficiency (bands 7-8) in Numeracy, compared to the region’s 7.7% and the state’s 28.5%; and
- 76.2% of our students were at or above the minimum standard for Numeracy, compared to 83.7% of the region and 95% of the state.

Comparison: 2012 and 2013 NAPLAN data
The results in Numeracy indicated improvements in the following areas:
- An improvement of 3.1 percentage points in students achieving at or above minimum standards –2013 (73.1%); 2014 (76.2%).
Achievements in arts, sports and other programs

Choir
In 2014 the Junior Choir consisted of students from Year K-2. The choir has a policy of welcoming all who wish to sing, with no auditions or exclusions. The standard of performance was consistently high and the choir was invited to perform at special events and assemblies throughout the year. Students learnt a repertoire of songs and actions including some adaptations to familiar songs.

Spring Concert
Claymore PS places great importance on exploring and valuing the creative abilities of its students. The 2014 Spring Concert was a time of celebration, where students were provided with an opportunity to perform creative arts items for the community. Students took great pride in dance, choral and rhythmical items for a large audience of community members, who showed great support of their children in these creative endeavours.

Dance
There were two new dance groups formed during 2014. These groups were a contemporary ballet group including children from K to Yr 6, which performed at the annual Education Week activities and a Hip Hop troupe. Our Islander dance group performed at the end of year Assemblies and a cultural group was formed for the performance of the Haka at Education Week. The children have been enthusiastic and dedicated participants at rehearsals and performance opportunities, and their performances have been well received by their audience.

Public Speaking K-2
This year, Claymore PS continued its Speaking and Listening program with a whole school Public Speaking Competition, in which K-2 students were involved. Students participated in classroom competitions, before finalists were selected to speak at the whole school competition. This year, finalists from Kindergarten and Stage 1 were invited to participate in the Zone competition at Ruse PS. The finalists who participated in the Zone competition included Jorga Hurry from Kindergarten and Miracle Aigamua from Stage 1. All participants set a very high standard.

Public Speaking 3-6
Claymore PS continues to value opportunities for students to develop their public speaking skills. Of key importance is the participation of all students in the school Oracy Competition. Finalists in the 3-6 competition included, from Stage 3: Chante Keo, Nita Sofa and Elizabeth Marshall, while Siu Jnr Perenise, Tanisha Deol, and Benjamin Taito represented Stage 2. The
2014 winners were Chante Keo and Nita Sofa in Stage 3; and Tanisha Deol and Siu Jnr Perenise in Stage 2. These students represented Claymore Public School at the Campbelltown/Macarthur Area Oracy Competition zone final for our local area of schools. Chante Keo was successful in this competition, progressing to the Area level. All participants set a very high standard.

**Debating**

Claymore Public School also participated in the Premier’s Debating Challenge for students in Years 5 and 6. Throughout Term 1 and Term 2, students worked hard to prepare for the competition. Our team competed in four debates against three other schools in the Campbelltown/Macarthur region. They developed their public speaking skills as the competition progressed, winning two out of four debates. Throughout the competition the team demonstrated positive attitudes and excellent sportsmanship.

**Athletics Carnival**

All students at Claymore PS were involved in this year’s school athletics carnival. Students in Years P-2 were involved in a range of novelty events and 100m races held in the school grounds while students in 3-6 attended the local High School and were involved in competitive athletics-based events. 40 students were selected to represent Claymore PS in the Zone Athletics Carnival. Two students performed strongly and made the Area team, competing at the Regional Athletics Carnival.

**Cross Country**

After a successful school Cross Country Carnival, 46 students from Claymore PS participated in the Zone Cross Country Carnival. None of our students progressed to the Area Carnival, although they all demonstrated fantastic effort, attitude and sportsmanship on the day. Claymore PS was recognised for their outstanding behaviour on the day, winning an award for Best Behaved School at the carnival.

**School Representation in Zone Sporting Teams**

In 2014, we have had a number of children participate in trials for a variety of zone sporting teams, including: basketball, boy’s softball, touch football, rugby league and rugby union. We had 6 students earn positions in a variety of zone sporting teams. Overall it was a very successful year for our sporting achievements.

**PSSA Sport Report**

In 2014 our students had the opportunity to participate in Gala Days run by the Public School Sporting Association (PSSA). These competitions operate on a round-robin basis and promote inclusivity, sportsmanship and enjoyment, as well as teaching students the skills and rules of the game. While the school aims for maximum student participation in Gala Days, those who do not attend participate in an alternative, school-based sports program focused on the fundamental movement skills. During Gala Days in 2014, approximately 127 students from Years 3 to 6 competed in football (league, union, AFL and OzTag), t-ball, netball and cricket.

**Knockout Competitions**

In 2014, Claymore PS participated in the West’s-All Schools Rugby League Knockout competitions for both the U10s and Opens. The opens team was successful in winning the area knockout competition, allowing them to progress to the NSW All Schools competition, held at St Mary’s. The U10s were also successful in winning the area knockout competition, allowing them to progress to the NSW All Schools competition, held at Penrith. The U10s played a great day of football but were narrowly defeated in the semis. The Opens faced some tough opposition and were knocked out in the preliminary rounds. All students involved in the knockout competition displayed excellent sportsmanship and fair play.

**Significant Programs and Initiatives – Policy Requirements**

**Aboriginal Education**

During 2014 Aboriginal education was implemented using a whole school approach and continues to be an integral part of school curriculum and culture. We are committed to improving outcomes for Aboriginal and Torres Strait Islander (ATSI) students, whilst developing understandings of culture and history for all.

An Aboriginal Education Action Plan was developed and implemented by the school’s Aboriginal Education Team, who worked
collaboratively to achieve a number of set targets.

In 2014 fifty-five students identified as being Aboriginal, and each of these students were supported through the school’s Personalised Learning Plan (PLP) process. All parents and carers of ATSI students were invited to meet with class teachers to develop personal learning goals and areas for enrichment.

Culturally significant events, including Reconciliation and NAIDOC Week were observed throughout the year. NAIDOC Week was celebrated with a whole school Traditional Indigenous Games session, capably lead by senior students. It culminated with a moving assembly where Mr Jarrett, one of our parents, entertained the school community with a performance of original music.

Our new KC Fun Room, named by students, was opened in Term Two and is now the home of weekly Koori Club activities, Junior AECG meetings, and a home for our growing collection of Aboriginal Education resources. During the year a number of students attended targeted excursions including the Boys Cultural Program, Junior AECG training, and Heatbeat, which introduces young indigenous students to university life whilst learning about health and fitness. Kelsey Hurry in Year 6 participated in the Twugia Project – a literacy enrichment program for identified Aboriginal students. She is now the proud co-author of a book - Twugia - Our deadly Dreaming - a copy of which was presented to our school library. A number of staff members were trained in the implementation of the Sista Speak program, with plans for implementation in 2015. The school’s partnership with the Tharawal Aboriginal Corporation was once again a vital link for Claymore families. Our Preschool staff worked with staff from the Tharawal Aboriginal Preschool to support the transition to school for Aboriginal students and their families.

**Multicultural Education and anti-racism**

Claymore Public School reflects Australia’s diverse multicultural society. This year a number of creative arts groups reflected various cultural backgrounds of our community. The groups proudly included Aboriginal dance and Didgeridoo groups, Islander Dance Group, and Haka performers. Our cultural arts groups had various opportunities to perform throughout the year; namely at end of term assemblies and community events. Within classrooms, regular opportunities are provided for our students to share aspects of their culture with members of the school community, supporting increased understanding and celebration of multiculturalism within our school and society as a whole.

Claymore Public School school has a trained staff member who works as an Anti-racism Contact Officer, supporting initiatives to promote and support intercultural understandings. Our school continually works to enhance communication and engagement in our school by our parents and community members of culturally and linguistically diverse backgrounds, with our students playing a key role in supporting this goal.

**Equity Funding Requirements**

**Aboriginal Background**

Aboriginal Background Funding was used to employ a School Learning Support Officer (SLSO) – Aboriginal Education to work closely with teachers in classrooms to assist Aboriginal students to reach their potential through the implementation of culturally relevant, quality, teaching and learning programs. The SLSO – Aboriginal Education had a positive impact on student outcomes through promoting Aboriginal Education, encouraging students, and supporting parents and families. She also played a role in home school communication, assisting teachers to ensure that the Aboriginal community was informed and consulted about student learning and progress, excursions, school events, and programs. Another valuable element of her role was in the development and ongoing running of the KC Fun Room as well as weekly Koori Club implementation.

Aboriginal Background Funding was also used to purchase Aboriginal Education resources, including Koori Club games, books and music, for implementation in classrooms and in the KC Fun Room.
Socio-Economic Background Funding

Background
In 2014 Claymore PS received additional funding through Socio Economic Background Funding which is determined based on the school’s FOEI (Family and Occupation Education Index) and enrolment data. This funding enabled the school to implement a number of strategies to support the achievement of school goals and targets, primarily in the areas of literacy, numeracy, student engagement and leadership.

Initiatives and Programs
Three Deputy Principals were employed to work as instructional leaders to support the provision of high quality differentiated professional learning to enhance teacher and executive capacity in literacy and numeracy, and executive leadership. The Deputy Principals effectively mentored classroom teachers through lesson observation, program development and personalised professional learning plans, which improved the quality of programs and lessons. The principal and instructional leaders developed a professional learning model to support a consistent and systematic approach to teacher professional learning, involving all aspects of teaching. Regular opportunities were provided for teachers to engage with their mentor through the process of professional dialogue, analysis of data and reflections on teaching practice. Personal short term and long term goals were established in line with school goals and targets, and the analysis of current data.

Additional teaching staff were employed to enable staff to be released to participate in the mentoring program and further professional learning sessions. An additional class was also formed, above the school’s staffing entitlement, therefore reducing the class sizes throughout the primary area of the school, allowing increased individualized instruction for students.

Teaching and Learning programs were enhanced through the employment of 1.6 School Learning Support Officers who assisted teachers with the implementation of individual learning plans, and individual and small group instruction. The School Learning Support Officers worked alongside teachers to support the implementation of effective strategies, targeting specific identified needs, resulting in student improvement in literacy and numeracy as evidenced by individual assessments and school data.

The school employed a Community Liaison Officer (CLO) in Term One to assist in the development of processes to strengthen parent and family engagement in school life. The CLO supported community members in the implementation of community initiatives within the school, including the P&C, Community Café and a student banking initiative.

Funding was also used to upgrade the school’s Reading and Mathematical resource rooms, with improved storage facilities and resources, leading to enhanced access to quality resources to support student learning.

A large amount of funding was expended on technology, including laptops, Ipads and XO computers. This has resulted in the provision of one technology device per student to support students as 21st century learners.

Future Directions
Evaluation results highlighted high value of many initiatives completed. The school will continue to fund the teacher professional learning model as a priority, to continue the school’s focus on supporting student improvement in literacy and numeracy, and leadership capacity to deliver high quality education.

English Language Proficiency
Claymore Public School caters for students from a diverse range of backgrounds and cultures. Approximately 46% of our students are from a language background other than English, representing more than 16 different languages. English as an Additional Language or Dialect (EAL/D) support is provided in the area of literacy. The EAL/D teachers worked with stage leaders, the learning support team and classroom teachers to determine the most appropriate form of support based on student needs. This support was provided K-6 and varied between team teaching, withdrawal and small group delivery.

Low Level Adjustment for Disability
The school has received significant funding to support students with low level adjustments for learning and support needs. School Learning and Support Officers were employed to work with
individuals and groups of students, on targeted programs to address the needs of the ‘whole child’. This initiative supported student participation, access to curriculum, engagement and student success in learning.

Other Significant Programs and Initiatives

Early Action for Success

Background
Claymore Public School received additional funding through the Early Action for Success initiative.

This initiative aims to improve students’ performance through a targeted approach in primary schools in the lowest quartile of NAPLAN performance in literacy and numeracy. The strategy combines high quality leadership; a focus on the individual students and early intervention to ensure students at risk of not achieving expected outcomes, are identified and receive additional support.

Implementation

- The key feature of this strategy was the appointment of a high quality Instructional leader, to align school plans and initiatives.
- A Deputy Principal was employed to work alongside the Instructional Leader, with their primary role being a hands-on instructional leader, to ensure high quality classroom practice in literacy and numeracy in the early years of schooling.
- An Assistant Principal role was established to support the implementation EAFS programs including TEN and L3. Assistance was also provided for the development of individual Education plans for students at risk, the collection of data and the monitoring of student progress.
- Targeted programs including TEN (Targeted Early Numeracy) and L3 were implemented in K-2.
- A mentoring program was established to provide personal and differentiated teacher professional learning. Each K-2 teacher received 1 hour of individual mentoring per week, where a Personalised Learning Plan was established and used to create and monitor short and long-term goals. In addition, each teacher received 1 hour of in-class support with the Deputy Principal, which included observations and feedback, demonstration lessons and team teaching.
- Assessment information and data was collected regularly throughout the year and used to drive professional learning, tiered interventions and teaching and learning programs.
- All K-2 teachers and support staff participated in regular half-day team planning sessions. These sessions provided additional opportunities for teacher professional learning, utilising assessment data to identify areas of concern and establish quality teaching and assessment practices to improve student achievement.
- Additional tiered interventions also included the employment of a Speech Therapist and an Occupational Therapist.
- Additional School Learning Support Officers were employed to provide targeted support in the K-2 classrooms. This invaluable resource was greatly utilised by teachers to provide additional small group or individual support for students at risk of not achieving expected outcomes in literacy and numeracy.
- A School Learning Support Officer was employed to work with small groups of students in the area of writing. Writing programs were developed to support students achieve outcomes and advance their learning.

Results

- Strengthened leadership capacity and teaching expertise across the school.
- High quality professional learning that built on teachers’ professional knowledge, skills and confidence.
- All teachers highly valued the mentoring program and expressed increased ability and confidence in teaching Literacy and Numeracy.
- A decline in the number of targeted students (students below benchmarks) in the areas of reading, writing and numeracy, between 2013 and 2014.
- Over 90% of Kindergarten, Year 1 and Year 2 students achieving at or above expected outcomes in numeracy.
- 60% of Kindergarten students achieving at or above in writing,
- 75% of Year 1 students achieving at or above expected outcomes in reading.
Future Directions
- Continue to implement targeted programs such as Targeted Early Numeracy (TEN) and L3.
- Continue to implement teacher mentor program, providing quality, differentiated professional learning.
- Continued teacher professional learning, using data to drive focus.
- Continued implementation of tiered programs such as, additional School Learning Support Officers employed, Speech and Occupational Therapy and use of Learning and Support Teacher (LAST) support.

Implementation
The project research was focused on two forms of student engagement:
- Small ‘e’ engagement: student engagement in classroom learning experiences (short term outcomes).
- Big ‘E’ engagement: a more enduring form of student engagement with learning and the value of education (long term impacts).

The project at Claymore Public School worked towards answering the research question “What are the best strategies for motivating and engaging students?” The classroom teacher introduced a variety of strategies and pedagogical approaches in line with the FGP framework. Each new idea was assessed and used for reflective purposes to address the research question.

Speech and Occupational Therapy
Throughout 2014, a Speech Therapist and Occupational Therapist were employed to support our students one day per week. These resources targeted students in both mainstream and support classes, from Preschool to Year 2 to support the Early Action for Success initiative. Whole class screening was undertaken to assess students’ speech and fine motor skills and determine the areas of need. Whole class Occupational and Speech therapy sessions were conducted. In Kindergarten, target students participated in small group activities, aimed at supporting articulation issues and expressive and receptive language delays.

Teachers also engaged in regular professional learning to support their students further in the classroom.

The Fair Go Bridges Project

Background
Coordinated by the University of Western Sydney (UWS), the UWS Fair Go Project (FGP) has built a student engagement pedagogy for teachers in low SES schools. The project works directly with teachers in Western Sydney to implement the pedagogy in their classrooms. Teacher release days to meet with the project team was fully funded by UWS.

Claymore Public School joined the 3rd and latest phase of the project, ‘Fair Go Bridges’, the FGP team worked directly with teachers in the Western/South Western suburbs of Sydney to implement and these practices in their classrooms. A classroom teacher was linked with a mentor teacher from Blairmount Public School to assist in the project implementation.

Results
Participation in the FGP revealed a range of strategies that increased student engagement in the class setting. Consistent high expectations of students combined with high cognitive, high affective tasks resulted in an increase in engagement. Experiences that allowed students to have control and choice in their learning proved most effective and creating a learning community where students received positive messages of voice and place resulted in students reporting a stronger learner identity, high levels of engagement and motivation.

At the end of the academic year, all participating FGP teachers, mentors, and school leaders come together for one day to observe presentations by the FGP teachers. The intention of this is to create a community of practice, sharing solutions and challenges of student engagement among practitioners. Findings of the project have been disseminated amongst CPS staff and will form the basis for classroom teachers’ individual teaching projects in 2015.

Support Unit
Claymore Public School successfully caters for students with a range of disabilities in both our mainstream and Support Unit classes. In 2014 the Support Unit, which caters for students from preschool to Year 6, consisted of two Early Intervention classes, one class for students with a mild intellectual disability, one class for students with a moderate intellectual disability and one class for students with autism spectrum disorder. The Early Intervention program provided school-
based and outreach resource support for students prior to school enrolment age. Our teachers successfully supported both students and their parents with the process of transitioning into kindergarten settings across the region. The students in the K-6 support classes benefited from the full range of school programs and, when appropriate, integrated into mainstream classes to enhance learning outcomes. As well as working towards syllabus outcomes in all key learning areas, these students also participated in programs to assist with life skills. This year saw the implementation of an updated Individual Education Plan document, which assisted teachers to develop and track individual literacy and numeracy goals for each student. Overall this year, these students have made both social and academic progress, with twelve students transitioning to a high school setting for 2015.

Preschool
Our school provides a service for children the year prior to starting school. Our program offers 15 hrs per week of preschool education over the school year for twenty children. A quality teaching program is guided by the principles and practices of The Early Years Learning Framework and is delivered by an Early Childhood teacher and an SLSO. The program utilises both the indoor and outdoor learning environment, encouraging students to become confident learners and effective communicators, utilising individual interests to drive learning experiences. Parental involvement in their child’s preschool education is highly valued and a strong focus of our program.

PBL
In 2014 the PBL Committee continued to work on the action plan that was formulated to support consistent and enhanced implementation of our PBL program. PBL is a problem-solving framework that addresses social and academic outcomes leading to the design of effective learning environments. As a school we have achieved a clear set of positive expectations, a common purpose and approach to discipline leading to the establishment of school wide discipline practices, the establishment of clear consequences, instruction in social skills and the teaching of expected behaviours. We also established procedures for on-going monitoring and evaluation of student welfare data. Our core rules remained Be Safe, Be Respectful, Be a Learner and our new signage has been well received by staff, students and community members. The team is continually working towards creating engaging lessons aimed at educating students about the school rules and values. We are also working towards holding a re-launch day in Term 1, 2015 to reiterate the core values and school rules. The implementation of PBL will continue next year.

Literacy and Numeracy Support 2014
Literacy and Numeracy Support programs operated throughout 2014. These programs targeted students who required additional support in the curriculum areas of Literacy and Numeracy. The Literacy support focused on comprehension, vocabulary, word attack and writing skills acquisition. The Numeracy support program focused on supporting all students in Years 3 to 6 to achieve syllabus outcomes and the school’s benchmarks for all areas of number. These assistance programs are regularly monitored, assessed and modified to assist students with their individual learning needs. This in turn supports the school’s targets towards student improvement and engagement.

Student Leaders & SRC
Our student leadership team enables students to participate in the decision-making processes within the school. The team provides an essential link between the student body and the wider school community, and fosters the leadership skills of our student leaders. Student leaders undertake a variety of leadership development opportunities and regularly lead whole school assemblies, assist parents and members of the community during special school events and present information to the school community.

The SRC enabled leadership opportunities for students from Kindergarten to Year 6. Students led junior students in games and sports during break times, designed and conducted surveys, planned activities, and delivered reports to the staff with suggestions for continued school improvements. Fundraising was a focus of efforts for the SRC this year with over $1000 being raised through the SRC Education Week Open Day stalls. Members of the SRC liaised with the student body as to how to use the monies raised.
Decisions were made according to student feedback, with $288 being donated to Stewart House to support the 2014 SRC chosen charity, and $800 being used for equipment for the playground. Ideas for the upgrade of the school library were also gained through a student survey, conducted and analysed by the SRC.

**Reading Recovery**

Reading Recovery is a research-based early intervention program for Year One students. It provides intensive, high quality assistance to students who are experiencing difficulty with reading and writing. The program aims to accelerate literacy learning of those students who are performing in the bottom 20% of year 1.

- identifies students experiencing reading and writing difficulties after their first year of school;
- provides an intensive, individually designed and individually delivered series of lessons for 30 minutes each day; and
- is supplementary to the ongoing literacy activities in the classroom.

Four students per day participated in the program, with a total of eight students for the year. Five students achieved Level 16 or above and three students were referred for further support.

**Library**

During 2014 the Library continued to be an important area for learning. This year the library has been undergoing a significant update. The Reading Room was completely refurbished with all books being barcoded and levelled and new shelves purchased and installed making the resource easier to access and utilise. Similarly there has been a major cull in the main area of the library where the outdated resources have been withdrawn from circulation in order to make space for newer more suitable resources. This area will also undergo a refurbishment with 21st century learning hubs created in the library space to encourage students to visit the library and support a more welcoming environment for all users.

Many students utilised the library facilities and borrowed from the library this year. Laptops were purchased exclusively for use during library lessons. This has been a very welcome addition with students incorporating the use of word documents and websites during lessons. Students have been taught how to evaluate websites for the purpose of research as well as how to be responsible consumers and aware of their personal safety when using the internet.

During Book Week we held a Book Fair that encouraged students to purchase books for their own enjoyment. This year we raised $365, enabling us to add a selection of books to our library as commission.

**Books in Homes**

We were very fortunate to be participants in the Books in Homes Project again this year. Students were presented with a total of nine books over the course of the year that were donated by corporate sponsors, who made further connections with the students through attending assemblies and listening to students read in the classroom. Guest speakers and authors who were an integral part of the Books in Homes assemblies highlighted the importance of reading.

**Daystar Foundation Writing Project**

This year students in 3-6G, 5/6F, 5/6P, K-6F and K-6N were given the opportunity to participate in the Literacy Buddies Program, a writing program coordinated by the Daystar Foundation. The program involves students writing letters to a ‘big’ buddy employee from Corrs Chambers Westgarth, a firm of solicitors based in the Central Business District of Sydney. This year marked the 8th anniversary of Claymore Public School’s involvement in the Literacy Buddies Program.

- enhance students’ literacy skills through engagement in a creative and personal program;
- allow students the opportunity to engage with a positive adult role model; and
- write for a purpose.

In November, our students had the opportunity to meet their buddy in person and travel to their offices in Sydney for a Christmas celebration. The Daystar Foundation and Corrs Chambers Westgarth generously covered all costs.
Active After School Program

Active After School is a national initiative that provides students, ranging from Kindergarten to Year 6, access to free sport and other structured physical activity programs in the after-school time slot of 2:50pm to 3:50pm. The program aims to engage children in sport and other structured physical activities through positive and fun experiences. Fruit was provided to all students as a healthy start to their physical activity. The Active After School program ran on Mondays, Tuesdays and Thursdays for one hour. Approximately 35 students regularly attended the program. The program has been highly successful in engaging students in sporting activities both in school and within the community. The Active After School Program was first introduced to Australian schools in 2005, and after 10 years of implementation, 2014 will be the final year of the program.

Technology

In 2014, there has been a significant focus on whole school technology planning, to integrate technology effectively into teaching and learning programs. We have focussed on the acquisition of resources, as well as providing quality teaching professional learning for teachers.

This year, our school focused on a goal of establishing a one-to-one device model, where students and teachers have unlimited access to technology in their classrooms. Teachers can now choose to use these devices whenever they see an opportunity for technology to enrich their lessons. We have purchased a number of XO laptop devices, iPads and laptops, and have used our T4L allocation to purchase additional laptops. Student and staff feedback has been extremely positive about the new technology, with a substantial increase in student engagement evident since its introduction.

To ensure the one device per child model is successful, a number of teachers have been provided with individual professional learning opportunities. These have allowed teachers to improve their knowledge about technology and how to implement it in an environment where they feel supported to take risks. All the teachers involved in this TPL have reported that it has been valuable in assisting them to integrate technology effectively.

In 2015, Claymore PS will continue to ensure that technology remains a significant focus, so all our students become active, engaged, connected and creative 21st Century learners.

Mathletics

Mathletics is an after-school activity open to all students K-6, three days per week, in the school’s computer lab. About thirty students attended on any of the days. Students have the flexibility of choosing mathematical activities within the Mathletics’s website or, alternatively, completing activities assigned by their classroom teacher. Mr Klafas, with the assistance of other teachers, runs the club. This year Mathletics After School has added approximately two thousand hours of mathematic practice for students.

Music and Technology After School Programs

Volunteer teachers, working with the Save the Children organisation offered two programs for students in Stage 2 and 3. Over thirty students were offered and participated in after school programs using different software applications.

In Term 3, nominated students used the software program Garage Band to create their own rap songs. Students then worked with a producer to record their own rap and a collectively written Claymore rap. The music program ran for one hour, for 8 weeks on a Monday afternoon, with four teachers also attending. Students were nominated and selected for this program according to displayed musical aptitude.

In Term 4 students were again nominated, for interest and ability with the use of ICT. Students were involved in an 8 week program which ran for two hours on a Friday afternoon. Students were involved with computer programming, using Scratch. All students report that they both enjoyed and gained enhanced skills as a result of their involvement in these program(s).

Breakfast Club

The very successful Breakfast Club was again run throughout the year. Breakfast is provided at no cost to all students of Claymore PS from 8.00am to 8.30am every school morning. Students are offered a variety of cereals, toast and spreads - all kindly donated by Daystar.
University Competitions
This year students from Years 3 to 6 were invited to sit for the University of New South Wales International Competitions. Students competed against pupils from schools across Australia, New Zealand, the South Pacific and Asia, and were able to sit tests in English, Mathematics and Computer at a small cost per assessment.

Seven students participated in the English competition, eleven students participated in the Mathematics competition and seven students participated in the Computer competition. All students received Participation certificates with one Distinction and one Merit awarded in Mathematics, one Merit awarded in English, and two Credits and one Merit awarded in Computer.

Spring Fair
In September 2014, Claymore Public School celebrated spring with a school concert and spring fair. All students were involved in planning, organising and running stalls. The P&C and several local agencies joined the day, with a variety of stalls offering food, games, crafts, sports, second hand clothing and other wares for sale. In conjunction with the fair day, a major fundraising raffle was conducted, with donations from local businesses, the NRL, GWS Giants, Sydney Thunder and Allphones Arena.

The Fair was a huge success, with all member groups of the greater community working together in celebration and fundraising. This year’s fair was the most successful in Claymore’s history with $7200 being raised. Over 160 parents, family and community members visited the school during the Spring Fair.

All monies raised have been expended on the purchase of additional computers for student use, assisting in the provision of an individual device for each student K-6. These purchases were completed at the end of Term 3 and the devices used by students from day 1 Term 4.

School Planning and Evaluation 2012-2014
School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used in 2014 include:

- Whole school survey; with the focus including school satisfaction, writing, learning and assessment & reporting.
- Staff survey and student focus group discussions on school culture.
- Staff evaluation of analytical framework.
- Committee evaluations on aspects on school plan, completed regularly through the year.
- Regular analysis of internal and external data.

School planning 2012-2014: progress in 2014

School priority 1
Numeracy

Outcomes for 2012-2014

- Increased levels of numeracy achievement for every student consistent with national, state and regional directions.
- Diminished gap in numeracy achievement between Aboriginal students and all students.
- Strengthened numeracy learning through the effective use of diagnostic and ongoing assessment data that identifies individual student needs.
- Improved outcomes through targeted strategic early intervention for students experiencing difficulty in numeracy.
- Students on Individual Learning Plans (ILPs) make progress against individual goals.
- Quality teaching, assessment and reporting practices are evident in all teaching and learning programs with a particular focus on numeracy.
- Enhanced partnerships with parents/carers to support student progress in numeracy.

Evidence of progress towards outcomes in 2014:

- 96.1% of Year 3 students at or above above minimum standard;
- 76.2% of Year 5 students at or above above minimum standard;
- 10.5% of Year 3 students achieving proficiency;
- 4.8% of Year 5 students achieving proficiency; and
• 55% of students achieving expected growth;
• 94% of K-2 students achieving expected level on Numeracy continuum for Early Arithmetical Strategies; and
• 61% of students achieving school benchmarks in Numeracy.

Strategies to achieve these outcomes in 2014:
• Continued implementation of a teacher mentor program, encompassing a range of professional learning experiences to increase teachers’ capacity in identifying and addressing student numeracy learning needs.
• Teacher professional learning in new Mathematics syllabus.
• Establishing and implementing Maths Scope and Sequence, and whole school teaching and assessment expectations.
• Continued use of PLAN as an assessment tool to inform teaching and learning.
• Implementation of TEN in K-2.
• Implementation of targeted support, utilising LAST teachers and SLSOs.
• Continued implementation of ILPs for students at risk.

School priority 2
Literacy

Outcomes for 2012-2014
• Increased levels of literacy achievement for every student consistent with national, state and regional directions.
• Diminished gap in literacy achievement between Aboriginal students and all students.
• Strengthened literacy learning through the effective use of diagnostic and ongoing assessment data that identifies individual student needs.
• Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy.
• Students on ILPs make progress against individual goals.
• Quality teaching, assessment and reporting practices are evident in all teaching and learning programs with a particular focus on Reading.
• Enhanced partnerships with parents/carers to support student progress in literacy.

Evidence of progress towards outcomes in 2014:
• 94% of Year 3 students above minimum standard;
• 85.7% of Year 5 students above minimum standard;
• 27.3% of Year 3 students achieving proficiency;
• 55% of students achieving expected growth; and
• 60% of students achieving school benchmarks in Reading.

Strategies to achieve these outcomes in 2014:
• Continued implementation of a teacher mentor program, encompassing a range of professional learning experiences to increase teachers’ capacity in identifying and addressing student literacy learning needs.
• Teacher professional learning in new English syllabus.
• Establishing and implementing a strategic and systematic K-6 literacy assessment program.
• Implementation of L3 in Kindergarten.
• Implementation of targeted support, utilising LAST teachers and SLSOs.
• Continued use of PLAN as an assessment tool to inform teaching and learning.
• Continued implementation of ILPs for students at risk.

School priority 3
Student Engagement and Attainment

Outcomes for 2012-2014
• School structures and practices respect and respond to the diverse needs and unique characteristics of every student.
• Students experience challenging, flexible personalised, safe and engaging learning environments.
• Enhanced well-being of students.
• The school environment enables students to experience success and receive recognition for their attainments.
• Enhanced use of technology as a tool for teaching, learning and communication.
• Enhanced opportunities for students to participate in areas of the Creative Arts.
Evidence of progress towards outcomes in 2014:
- 92.4% attendance rate;
- 60% justified absence rate;
- Reduced suspension rate; and
- 100% of students achieving 80% growth against ILP goals.

Strategies to achieve these outcomes in 2014:
- Continued implementation of PBL.
- Continued implementation of school Attendance Procedures.
- Engaging students and teachers in effectively applying 21st Century principles in teaching and learning, including expanding information communication technology (ICT) opportunities.

School priority 4
Aboriginal Education

Outcomes for 2012-2014
- Effective implementation of the Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy.
- Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.
- Aboriginal student learning outcomes will match or better the outcomes of the broader student population.
- Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

Evidence of progress towards outcomes in 2014:
- 89.8% attendance rate for Aboriginal students;
- 100% of Aboriginal students engaged in the Personalised Learning Process;
- Increase in staff embedding ‘8 Ways of learning’ into teaching programs;
- 87.5% of Aboriginal students in Year 3 achieved above minimum standard in reading; and
- 100% of Aboriginal students achieved growth against PLP goals.

Strategies to achieve these outcomes in 2014:
- Continued implementation of PLPS in partnership with parents/carers & students.
- Employment of SLPO to support implementation of Aboriginal Education.
- Re-establishing programs for Aboriginal students e.g. Koori Club.
- Initiating and maintaining partnerships with other agencies and support groups to improve educational outcomes for Aboriginal students.

School priority 5
Leadership and Management

Outcomes for 2012-2014
- Strengthened leadership capacity at all levels.
- Increased school leadership capacity to lead evidenced based strategic planning.
- Strong leadership and management practices, resulting in whole school improvements as measured against best practice statements.
- Enhanced student leadership opportunities and recognition.

Evidence of progress towards outcomes in 2014:
- An improvement in school performance as determined by Analytical Framework results, with 60% improvement on 2014 results;
- Increase in professional learning content at stage meetings;
- Teachers achieving progress on learning goals in Personalised Learning Plans;
- Improved level of communication between home, school and community; and
- Maintained level of involvement for parents as volunteers.

Strategies to achieve these outcomes in 2014:
- Implementation of strategies within the school’s analytical framework 2014, to build leadership capacity in literacy & numeracy.
- Developing and providing increased opportunities for parents/carers to be involved with their learning.

School priority 6
Curriculum and Assessment
Outcomes for 2012-2014
- The implementation of a broad, inclusive and relevant curriculum with quality assessment and reporting practices.
- Clear alignment between the implementation of curriculum, professional learning and student learning needs.
- Appropriate teaching and learning strategies are embedded in all teaching and learning programs.

Evidence of progress towards outcomes in 2014:
- 100% of teachers engaging in individualised professional learning processes;
- 100% of teachers achieving growth against PLP goals;
- Enhanced assessment practices to support the design of more effective teaching and learning programs; and
- Increased confidence and capacity of staff to implement Australian Curriculum.

Strategies to achieve these outcomes in 2014:
- Continued implementation of teacher mentor program, encompassing a range of professional learning experiences to increase teachers’ capacity to implement highly quality classroom programs; and
- Continued implementation of teacher professional learning plans, in line with the Australian Professional Standards for Teachers.

Parent/carer, student and teacher satisfaction

In 2014, the school sought the opinions of parents/carers, students and teachers about the school. Of the 111 families who responded, 88% of parents/carers indicated that they are satisfied or highly satisfied with the school. Of the 33 staff members surveyed, 82% indicated that they were satisfied or highly satisfied with the school’s performance.

Staff comments were highly positive, with many indicating that the current teacher professional learning model is appreciated and having a positive impact on teaching and learning programs. Other positive features that were noted by staff included an improvement in student welfare practices as a result of PBL systems and practices, improvements in technology, as well as the school environment and provision of general teaching resources. Suggested areas for development included classroom resources, school-wide communication, and parent involvement.

Parent comments were overwhelmingly positive with student welfare, appreciation of community events, and improved communication noted. Areas for development included policies and practices to decrease bullying, and the improvement of Gala Day equipment and uniforms.

Student comments indicated that they appreciated school sport, Gala days, and the range of new technologies in the school. Students value the use of interactive whiteboards, laptops, iPads and XOs in lessons. They indicated that they would appreciate improvements to playground and sporting equipment, including goal posts, upgrades to toilet areas, and improved grass on the field.

As a result of these surveys the school has identified the following areas of strength to be sustained:
- Pastoral care/student welfare practices
- Focus on curriculum
- PBL
- Teacher professional learning

Areas for development include:
- Classroom consumables and teaching resources
- Environmental improvements, including playground, gardens, sports equipment
- Management of bullying as part of PBL, including targeted programs, teacher professional learning, and parent information.
Program Evaluations

Educational and Management Practice: Learning

Background
An evaluation was conducted to assess aspects of the Educational and Management Practice area of Learning. The evaluation process involved staff, parents/carers and students, and used surveys and focus group interviews.

Findings and conclusions
The analysis of the survey results found the following:

- All teachers believe they create a rich learning environment that is positive and stimulating.
- Most teachers believe they use a wide range of appropriate resources at a high level of ICT integration to support student with their learning and feel they provide 21st century education through purposeful, engaging, innovative teaching and learning practices.
- Most teachers feel they have processes in place to that provide them with a clear understanding of how their students are learning.
- Most students and parents/carers agree or strongly agree that their classroom is an interesting place to learn.
- Most students agree or strongly agree that their teachers find new and interesting ways to help them learn.
- Parents/carers felt there should be a greater emphasis on students taking responsibility for their own learning.
- Teachers felt that students are too reliant on them and don’t consistently reflect on their own learning.
- Teachers felt students are not interested in extending themselves beyond what is expected.
- Teachers feel that 21st learning skills are a work in progress. Getting the balance right is something we need to continually work on.

Future Directions
From this evaluation, some recommendations were identified, including the need for:

- Goal setting meetings where parents and teachers could collaboratively work towards student goals, encouraging students to take responsibility for their learning.
- Professional Learning opportunities for teachers to gain more skills in the implementation of 21st Century Learning.
- Continuing a consistent approach for communicating the learning intention and success criteria for each lesson within each classroom.
- Ensuring assessments are continuous and purposeful and communicated effectively to parents and students.
- Continued opportunities for teachers to observe and learn from other teachers;
- Continued review of the Learning and Support Teacher model to maximise teaching and learning for students; and
- Continued review of the distribution of Flexible Funding to ensure the required support is provided to all students.

Curriculum Evaluation: Writing

Background
Through the implementation of the new NSW English Syllabus for the Australian Curriculum, a whole school approach to assessing and teaching writing was implemented in 2014. Teaching programs focused on teaching students how to respond to and compose a variety of texts, including multi-modal texts. Grammar, spelling and punctuation were taught explicitly and in context in writing lessons.

Teachers and students were surveyed using School Map best practice statements as a base of surveys. All teachers, 81 parents and 65 students responded to the surveys about writing. Regular feedback from stage, committee and whole-school meetings also provided information.

Findings and conclusions
The analysis of survey results found the following:
• A number of staff indicated that they have a sound understanding of writing and 76% of staff felt that they regularly assessed writing and used their results to direct their future teaching and learning;
• A high percentage of teachers indicated they teach all aspects of writing well, with 77% of teachers implementing a variety of strategies to teach writing, including guided, modelled and independent teaching strategies;
• 42% teachers indicated they have a developing understanding of the writing benchmarks for all grades and some professional development in this area would further support the teaching of writing;
• A high percentage of teachers (77%), felt their writing program catered for students requiring some support and 53% felt they successfully catered for high achieving and gifted and talented students;
• 86% of parents indicated that their child’s achievements and needs in writing were understood by the class teacher and 66% of parents are happy with their child’s progress in writing;
• A high proportion of students (73%), felt their teacher provided interesting and engaging writing lessons; and
• 76% of students felt they have improved in their writing.

Future directions
From this evaluation, some recommendations were identified, including the need for:
• Teachers to engage in professional learning opportunities to support the teaching of writing aligned with the new NSW English syllabus for the Australian Curriculum;
• Teachers to implement innovative practices and pedagogies to teach writing and cater for 21st century learners;
• Teachers to participate in professional learning on writing benchmarks and expectations, supporting teachers in the delivery of high quality programs.

Major Initiative: Assessment & Reporting
A ‘Whole School Assessment Requirements Policy’ was developed to support a systematic approach to assessment throughout the school as a result of recommendations from school evaluations. The purpose of this policy was to ensure quality assessment practices were consistently implemented by all teachers to accurately determine student achievement and support future teaching and learning directions. Comprehensive performance data across the school was evaluated to identify areas of successful performance and areas of contextual need. This data was used to inform the school plan for ongoing and sustainable improvement.

A survey was conducted in Term 4, 2014 to determine support needs for teachers in regards to assessment and reporting.

Findings and conclusions
The analysis of the survey results found the following:
• 97% of teachers responded that their current assessment practices informed their planning and programming of lessons;
• 90% of teachers responded that they use a range of ‘for’, ‘as’ and ‘of’ assessment strategies; and
• 100% of teachers indicated that they valued engaging in professional learning.

Future Directions
From this evaluation, the following recommendations were identified:
1. Teacher professional learning with –
• implementation of whole school assessment practices to continue
• all teachers effectively using a range of assessment practices
• quality assessment approaches in “21st Century” classrooms
2. Collaboration -
• Engaging in regular Consistent Teacher Judgement sessions
• Further opportunities to share quality practice and ideas with other teachers

Future Directions 2015-2017
School Plan
NSW DEC is implementing new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term2 2015.

The three strategic directions include:
• Students, as life-long learners and leaders, are inspired, confident and courageous.
• Engaged, supported and connected whole school community.
• Highly effective educators who are passionate, dynamic, committed and innovative.

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.

Lisa Porter  Principal
Lorinda Potter  Deputy Principal
Paul McGillicuddy  Deputy Principal
Jodi Niedermayer  Deputy Principal
Terri Miezio  Deputy Principal
Karyn Hyman  Assistant Principal
Juliet Mabon  Assistant Principal
Heather Franchi  Assistant Principal
Amy Robinson  Relieving Assistant Principal
Janelle Conway  School Administration Manager

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School contact information
Claymore Public School,
Dobell Rd,
Claymore 2559
Ph: (02) 4626 3988
Fax: (02) 4628 5033
Email: claymore-p.school@det.nsw.edu.au
Web: www.claymorep.schools.nsw.edu.au
School Code: 4510
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: http://www.schools.nsw.edu.au/high-performance/annual-school-reports