Claymore P.S.
Annual School Report
Our school at a glance

Students

The school has an enrolment of 317 students P-6 and 81 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 40% of students from a language background other than English and 15% of students identify as Aboriginal and Torres Strait Islander.

Staff

Our school maintains a high level of staff retention. At the same time, a large number of temporary teachers have been employed in positions established to support various programs/initiatives and staff vacancies due to approved leave.

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

Significant programs and initiatives

Claymore Public School is supported by the Priority Schools Programs (PSP), including Priority Action Schools (PAS) and is also participating in the Low Socio-economic Status School Communities National Partnership.

Messages

Principal’s message

Since commencing at the school at the start of term four, I have been impressed by many aspects of Claymore Public School. The positive school culture that exists is highly evident. The positive and productive working relationships between staff, students and community are a key factor to the success of the school’s culture.

During term 4, a situational analysis was conducted, where we evaluated and reviewed our school practices and programs. As part of this process, we surveyed the school community on their satisfaction with the school. Of the 109 surveys we received, it is pleasing to report that 83% of parents/carers are satisfied or highly satisfied with our school’s performance. One other key point was that 84% of families agree that we have competent teachers who set high standards of achievements 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 2013, 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 goals and targets in 2013.

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

P & C and/or School Council message

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

The P&C fundraising for this year included a Mothers’ Day stall, Fathers’ Day stall, Cookie Dough, Animal Stuffing and a Christmas In July raffle.

A high tea was also organised in support of research into a cure for breast cancer.

We look forward to continuing to assist within the school in 2013.

Julie Jarrett
P&C Treasurer

Student representative’s message

In 2012, Claymore Public School elected two captains, two vice captains and twenty S.R.C representatives from years 2 to 6.

The SRC also held discos at the end of each term to raise money for aboriginal performances during reconciliation week, paint for the chalk wall, whole school reward days and necessary school equipment.
We also conducted fundraising for our school wall to be painted black, so we could see how the students feel about the reconstruction of Claymore. Every lunch and recess we would leave little buckets of chalk for the students to express how they feel, using only pictures and no words.

Over two Saturdays, Claymore staff volunteered to put on a BBQ at Bunning’s Warehouse. We raised money for the SRC to buy items for the school. Our SRC had a meeting and decided to purchase four picnic tables. We placed the tables under the trees in the shade as a quiet area for students to socialise with each other.

We also decided to bring out sports equipment from the sports shed every lunch for students to use and return when lunch was over.

This year has been a great year for the students and the teachers. We would like to thank the school staff and parents for all their support throughout the year.

School Captains, Vice Captains and SRC 2012

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 enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>177</td>
<td>180</td>
<td>183</td>
<td>200</td>
<td>211</td>
<td>198</td>
</tr>
<tr>
<td>Female</td>
<td>166</td>
<td>155</td>
<td>157</td>
<td>167</td>
<td>164</td>
<td>143</td>
</tr>
</tbody>
</table>

At the end of 2012, we had 341 students enrolled at Claymore Public School, 198 males and 143 females.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</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></td>
</tr>
<tr>
<td>1</td>
<td>85.6</td>
<td>90.2</td>
<td>90.9</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>87.6</td>
<td>90.2</td>
<td>93.2</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.3</td>
<td>92.4</td>
<td>93.2</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.4</td>
<td>93.2</td>
<td>93.3</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>89.3</td>
<td>94.1</td>
<td>93.6</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>89.4</td>
<td>92.3</td>
<td>95.3</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.6</td>
<td>88.9</td>
<td>91.4</td>
<td>92.1</td>
<td>91.8</td>
</tr>
</tbody>
</table>

Our attendance rate has slightly declined in comparison to 2011. Although this attendance rate is still below state and regional averages, it is the 2nd highest attendance rate the school has experienced in a number of years.

Management of non-attendance

We continued to implement successful procedures and developed new practices to manage non-attendance. The following strategies have been implemented at Claymore Public School in 2012:

- Training for teachers in record keeping and attendance follow up procedures;
- Weekly meetings with the Home School Liaison Officer (HSLO);
- Sharing attendance targets and progressive data with the school community;
- Introduction of a notes booklet to support justified absences;
- Attendance rewards for classes;
- Frequent communication with parents and students via newsletter and assembly announcements.

We will continue to strive for improved attendance rates in 2013 by:

- Continuing to work with families to strengthen home-school partnerships and promote regular attendance.

Structure of classes:

Preschool and Mainstream:

In 2012, our pre-school provided two programs per week. Program One consisted of students who attended Monday to Wednesday and
Program Two consisted of students that attended Thursday and Friday. In 2012, our school was structured into 17 mainstream classes.

Support Unit

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

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 (Support)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Pre-school Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Part-time/RFF staff</td>
<td>2.066</td>
</tr>
<tr>
<td>Teacher of IO (Mod Int Disabilities)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of IM (Mild Int Disabilities)</td>
<td>2</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>0.815</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.122</td>
</tr>
<tr>
<td>Total</td>
<td>36.603</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Claymore Public School has two Indigenous staff members currently employed in substantive positions.

Staff retention

During 2012, our school experienced some staff mobility. This included: a new principal in T4 2012 and one permanent teaching staff member attaining position at another school by merit selection procedures.

At the end of 2012, some new staff were appointed by merit selection procedures for a 12 month tenure. These staff positions included 2 Deputy Principals and three School Learning Support Officers. These new staff members will take up their positions at Claymore PS in 2013.

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>

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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>351230.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>321121.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>523221.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>41369.95</td>
</tr>
<tr>
<td>Interest</td>
<td>14552.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23317.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>32645.15</td>
</tr>
<tr>
<td>Total income</td>
<td>1307458.24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7109.29</td>
</tr>
<tr>
<td>Excursions</td>
<td>17111.11</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7742.02</td>
</tr>
<tr>
<td>Library</td>
<td>144.45</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>535.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>469264.91</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>77357.73</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>90079.01</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>39012.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>49840.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>32349.69</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10087.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>63317.56</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>863949.90</td>
</tr>
</tbody>
</table>

| Balance carried forward          | 443508.34  |

A full copy of the school’s 2012 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 2012

Achievements

Arts

Public Speaking K-2

This year, Claymore PS continued its Talking and Listening program with an oracy competition for all K-2 students. The finalists of the school competition were Faith Leasiolagi and Paris Prian, representing Kindergarten; Kamisha Collier and Kiara Lim representing Year 1; Sio Inosesio and Tyler Noakes representing Year 2. The overall winner of the K-2 competition was Faith Leasiolagi.

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 Lianna Noovao, Francis Malu, Caitlin Lee and Laura Muscat from Stage 3 and Rome Lamese, Selina Bell and Kelsey Hurry from Stage 2. The 2012 winners were Rome Lamase and Selina Bell in Stage 2; and Laura Muscat and Caitlin Lee in Stage 3. These students represented Claymore Public School at the Campbelltown/Macarthur Area Oracy Competition zone final for our local area of schools. Five other schools competed for progression to the Area level and a very high standard was set by all participants.

Premier’s Debating Challenge

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. They competed against three other schools in the Campbelltown/Macarthur Area Oracy Competition zone final for our local area of schools. Five other schools competed for progression to the Area level and a very high standard was set by all participants.

Daystar Foundation Writing Project

This year students in 4/5M and 5/6R were given the opportunity to participate in a writing project coordinated by the Daystar Foundation called the Literacy Buddies Program. The program involves students writing letters to a buddy employee from Corrs Chambers Westgarth.

The Literacy Buddies Program aims to -

- Enhance students’ literacy skills through engagement in a creative and personal program; and
- Allow students the opportunity to engage with a positive adult role model.

In November, our students had the opportunity to meet their buddy in person and travel to their offices in Sydney, spending the day with their buddy. All costs were generously covered by Daystar Foundation and Corrs Chambers Westgarth.

Sport

Athletics Carnival

Our school was presented with a number of challenges at this year’s 3-6 Athletics Carnival. All students were involved in both fun and competitive athletics-based events. While the rain stayed away, the wind came in and we were forced to finish the carnival quickly. 51 students were selected to represent Claymore PS in the Zone Athletics Carnival. Five students performed strongly and made the Area team, competing at the Regional Athletics Carnival. With outstanding results, one of our students was successful in gaining entry to the State Athletics Carnival.

Cross country

After a successful school Cross Country Carnival, 42 students from Claymore PS participated in the Zone Cross Country Carnival. Although only two of our students were successful in progressing to the Area Carnival, our students demonstrated a positive attitude and sportsmanship on the day.

School Representation in Zone Sporting Teams

In 2012, we have had a record number of children trial for a variety of zone sporting teams including: boy’s touch football, rugby league and rugby union. We had 10 students earn positions in a variety of Zone sporting teams. Following outstanding performances in the Zone Rugby League and Zone Rugby Union, two students were selected for the South Western Sydney
Regional Teams, and competed at the State Carnival. One student was also successful in being selected for the Sydney South West Regional Touch Football Team.

**PSSA Sport Report**

In 2012 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. During Gala Days in 2012, approximately 98 students from Years 3 to 6 competed in touch football, softball, t-ball and cricket.

**Clinics**

During 2012 our students had the opportunity to participate in a number of sporting clinics. These clinics were aimed at developing skills within the students, based not only around the skills of the game but around sportsmanship, inclusivity and enjoyment. During Term 2, the students from P-6 participated in the ARL Backyard League Development program. Students in Stage 3 also participated in an AFL football clinic in Term 3.

**Knock out competitions**

In 2012, Claymore PS participated in the West’s-All schools Rugby League Knockout competitions for both the U10’s and U11’s. Both of the teams were successful in winning the area knockout competition, allowing them to progress to the NSW All Schools competition, held in Penrith. The U10’s were successful in making it through to the semi-final, where they were narrowly beaten 12-6, ending their competition. The U11’s progressed, undefeated, through the preliminary rounds and semi-final to ensure a place in the grand final, where they were successful in winning their division 12-6 in the final minute of the game. All students involved in the knockout competition displayed excellent sportsmanship and fair play.

**P-2 Athletics Carnival**

This year’s Athletics Carnival took on an Olympic theme and format to coincide with the 2012 London Olympics. Each class from Pre-School to Year 2 represented a country from around the world. In the weeks leading up to the carnival the classes researched the culture of their chosen country and created flags. To begin the carnival, the students dressed in their country’s national colours and engaged in an Opening Ceremony and torch relay. Students then rotated through seven track and field events. Dani Samuels, an Olympic discus thrower, attended the carnival and assisted on the discus station. She provided demonstrations on how students could improve their technique and encouraged all students about the importance of participation in physical activity. To conclude the carnival, a medal presentation took place, where all students were awarded a gold medal.

**Other**

**Choir**

In 2012 the Senior Choir, consisting of students from Year 3-6, continued to practise and perform successfully. 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, including some adaptations to popular songs.

**Koori Choir**

Our Koori Choir experienced another successful year of performance. We had a number of students across Stages 1-3 who enthusiastically participated in lunchtime rehearsals. We began the year by travelling to Austral Public School where we were invited to share in their Multi-Cultural Day celebrations. This was a fabulous experience for all who were involved. We were also invited to perform for Mr Murat Dizdar, the Regional Director South Western Sydney. The Koori Choir also performed at the Parent and Volunteer Thank-you Morning Tea and during Education Week.

**Song Room**

Our school continued our association with The Song Room, a generous organisation that assists in building appreciation of the Arts in the community. The program administered at Claymore involved Stage 1 students, building
their understanding of music via singing, dancing and drama activities. Experiences involved the use of tone, pitch, rhythm and performance activities in class groups. Each class in Stage 1 received tuition from an accomplished musician for thirty minutes per week. The program was an outstanding success and was extended into the second semester. During this semester, the children started to receive tuition in reading musical scores and began to perform these scores using glockenspiels. Our students also performed at The Joan Sutherland Performing Arts Centre in Penrith, as well as various community and celebration assemblies.

Dance

There were four dance groups formed during 2012. A junior dance group, a senior dance group, a ballet group and an Islander dance group. Class teachers taught three groups and a parent taught our cultural group with the assistance of a teacher. The groups had the opportunity to perform at our Bi-annual Art Show for parents and our junior dance group and Islander dance group performed for the Regional Director and the School Education Director. The dance groups are very popular with the students and the quality of their work and their enthusiasm is to be commended as they embraced new forms of dance, both contemporary and classical.

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)

### Reading - NAPLAN Year 3

Our Yr 3 NAPLAN Reading results indicated:
- 20% of Year 3 students achieved proficiency (bands 5-6) in Reading, compared to the region’s 36.1% and the state’s 50.2%;
- 91.4% of our students were at or above the minimum standard for reading, compared to 94.9% of the region and 96.5% of the state; and
- 8.6% were below the minimum standard for reading, compared to the region’s 5% and 3.5% of the state.

**Comparison: 2011 and 2012 NAPLAN data**

Although these results were below state and regional performance levels, we have shown improvements in the following areas:
- An improvement of 3.3 percentage points in students achieving proficiency standard - 2011 (16.7%); 2012 (20%);
- An improvement of 1.8 percentage points below minimum standard – 2011(10.4%); 2012(8.6%).
Writing – NAPLAN Year 3

Our Yr 3 NAPLAN Writing results indicated:
• 22.2% of Year 3 students achieved proficiency (bands 5-6) in Writing, compared to the region’s 51.4% and the state’s 57.2%;
• 100% of our students were at or above the minimum standard for Writing, compared to 97.8% of the region and 98.3% of the state; and

Comparison: 2011 and 2012 NAPLAN data
In writing we have shown improvements in the following areas-
• An improvement of 22.5 percentage points at or below minimum standards - 2011 (77.5%); 2012 (100%);
• An improvement of 22.4 percentage points below minimum standard – 2011 (22.4%); 2012 (0%).

Numeracy – NAPLAN Year 3

Our Yr 3 NAPLAN Numeracy results indicated -
• 8.6% of Year 3 students achieved proficiency (bands 5-6) in Numeracy, compared to the region’s 30% and the state’s 38.9%;
• 77.1% of our students were at or above the minimum standard for Numeracy, compared to 93.8% of the region and 96.2% of the state; and
• 22.9% of our students were below the minimum standard for Numeracy, compared to the region’s 6.2% and 3.8% of the state.

Comparison: 2011 and 2012 NAPLAN data
Although these results were below state and regional performance levels, we have shown improvements in the following areas-
• An improvement of 2.3 percentage points in students achieving proficiency standard - 2011 (6.3%); 2012 (8.6%);

Reading – NAPLAN Year 5

Our Yr 5 NAPLAN Reading results indicated -
• 4.4% of Year 5 students achieved proficiency (bands 7-8) in Reading, compared to the region’s 22.1% and the state’s 35.1%;
• 75.6% of our students were at or above the minimum standard for Reading, compared to 87.4% of the region and 92.4% of the state; and
• 24.4% were below the minimum standard for reading, compared to the region’s 12.7% and 7.4% of the state.

Comparison: 2011 and 2012 NAPLAN data
Although these results were below state and regional performance levels, we have shown growth in Reading.
• In 2012, there was a 93.8 average growth in Reading for students matched in Year 5 compared to 82.0 average growth in 2011.

Writing
Our Yr 5 NAPLAN Writing results indicated:
• 4.3% of Year 5 students achieved proficiency (bands 7-8) in Writing, compared to the region’s 19.3% and the state’s 23.2%;
• 68.1% of our students were at or above the minimum standard for Writing, compared to 93.4% of the region and 94.5% of the state.

Numeracy – NAPLAN Year 5

Our Yr 5 NAPLAN Numeracy results indicated -
• 2.3% of Year 5 students achieved proficiency (bands 7-8) in Numeracy, compared to the region’s 22.1% and the state’s 31.2%;
• 65.1% of our students were at or above the minimum standard for Numeracy, compared to 90.7% of the region and 94.8% of the state; and
• 34.9% of our students were below the minimum standard for Numeracy, compared to the region’s 9.3% and 5.2% of the state.

Progress in Literacy

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.0</td>
<td>88.0</td>
<td>90.1</td>
</tr>
<tr>
<td>SSG</td>
<td>86.1</td>
<td>69.9</td>
<td>73.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

* Average progress data is for matched students from within the school.

Progress in Numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

* Average progress data is for matched students from within the school.

Minimum standards

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

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.

2012: Percentage of Year 3 students in our school achieving at or above the minimum standard

Any student who does not complete NAPLAN testing is given a Band 1 (below minimum standard) result. A small number of parents/carers chose to exempt their child from NAPLAN testing in 2012. Below are the results with those exempted students’ results excluded and included.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Priority Schools Funding Program

How the PSFP staffing supplementation was used in 2012

The 0.5 staffing allocation was combined with 0.5 of our PPT allocation to create a full time RFF position which subsequently allowed the Library role to be one of a team teaching role with a focus on the explicit teaching of literacy skills (rather than providing Library as a RFF program).

The Teacher/Librarian, in conjunction with the classroom teacher, implemented a Literacy focused team teaching program that supported the teaching of research skills and text types. The librarian used her expertise to support this literacy program by providing and utilizing quality examples of texts.

Author studies were also undertaken, with a focus on: Comparing texts, identifying text types and author bias and purpose, evaluating writing styles and comparing writing styles of various authors. The Teacher/Librarian worked as a mentor in this role. The library program has had an emphasis on consolidating and implementing quality literacy programs to improve teaching pedagogy and student outcomes in Reading.

How PSFP funding contributed to school improvement in 2011

PSFP funding has resulted in the continued development and implementation of learning programs that have improved outcomes for our students, as well as allowing for staff to participate in significant professional learning to further support a focus on enhanced teaching.

Student Academic Achievement

Numeracy groups, embedding the TEN Program and TOWN Program, occurred in all classes and catered for all students. Results in ES1 and Stage 1 with students achieving at expected levels:

75% of students in K
71% of students in Year 1
79% of students in Year 2

More than 50% of students in Years 1-6 have progressed along the numeracy continuum in Place Value, moving up a minimum of one level, with many students advancing further in additional aspects.

Classroom Teacher Improvement

Teachers were able to use the Numeracy Continuum to assess student learning and use the data collected to inform future teaching and learning.

Lesson observations illustrated explicit teaching and the employment of high interest learning experiences, addressing the learning needs of students in Numeracy.

Teachers evaluated and reflected on their lessons, identifying areas for improvement to support improved practices based on reflection of student achievements against set outcomes.

Lesson studies on numeracy encouraged professional dialogue, on the design and delivery of quality learning experiences. These discussions stimulated meaningful evaluation and reflection on teaching and learning, ensuring future lessons were adapted and improved to support improved student outcomes.

A Numeracy Guidelines package for Claymore PS was created and distributed to all staff, outlining school programs and expectations, ensuring consistency in all teaching programs K-6.

Student Engagement and Retention Results

Reduction in behavioural incidents, suspensions and expulsions leading to improved student engagement.

48% reduction in suspensions in 2012 (23 suspensions in 2012).

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75.6</td>
</tr>
<tr>
<td>Writing</td>
<td>68.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>70.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>65.1</td>
</tr>
</tbody>
</table>
Increased identification of high risk students, leading to informed planning for improved classroom management.

27% reduction in negative Sentral Welfare entries (640 negative entries in 2012).

Unfortunately, due to several outbreaks of illnesses within our families, attendance rates have declined from 91.8% (2011) to 90.6% 2012.

**Major initiatives funded through PSFP included:**

**Four priority areas were identified in 2012:**

**Quality Teaching Facilitator, Pre-school - Year 2.**

An experienced teacher was allocated the non-teaching role of coordinating K-2 Quality Teaching. This teacher undertook a mentor role, guiding and supporting staff to embed quality teaching into teaching and learning programs and learning experiences. The 2012 Quality Teaching Facilitator has built on the foundations established in 2011, moving from the development or establishment of new programs, TEN and TOWN, to the consolidation in K-2 and expansion into other stages. The Quality Teaching Facilitator worked side by side with the Quality Teaching Facilitator Years 3 to 6 to coordinate professional learning for staff, Preschool to Year 6, in the school priority areas of Literacy and Numeracy.

**Teacher Professional Learning**

Extensive professional learning was provided in literacy and numeracy. The literacy and numeracy continuums were used to identify student achievement levels and determine focus areas for teaching based on student need. Professional learning was provided in the form of workshops, planning days, lesson observations and lesson studies.

**Student Engagement and Retention Teacher**

A teacher was released to coordinate and implement some welfare/social skills programs for students, including the ‘Rock and Water’ program, and mentoring program for senior students. This teacher also focused on attendance and significantly worked with classroom teachers and the Home School Liaison Officer to implement initiatives to support a focus on improving student attendance.

**SLSO 0.6 Reading support for targeted students.**

Engagement of two experienced SLSOs to support in the delivery of quality programs in Reading for targeted students. In one to one sessions, pairs and small groups, students were supported to improve their skills in learning to read, including decoding strategies and fluency.

**Resources were purchased to support teaching and learning programs.**

These included Mathletics, Spelling Mastery, electronic literacy resources and guided reading books. Additionally, awards for students were purchased to support achievement of targets and strategies in the area of Student Engagement.

**Support Unit**

**Students with Disabilities**

This past year has been very stimulating and rewarding for all involved. We continued to cater for students with wide ranging disabilities through an effective team approach. The unit, which caters for students from preschool to year 6, consists of two Early Intervention classes, two classes for students with mild intellectual disabilities, one class for students with a moderate intellectual disability and one class for students with autism spectrum disorder. As well, the Early School Support program supported a number of children in the mainstream school with identified disabilities. The Early Intervention program provides school-based and outreach resource support for students prior to school enrolment age. In total, over 100 children are supported by these services.

Integration continues to be a significant learning opportunity and is supported throughout the school. Special needs students are provided with opportunities to participate in a wide variety of whole school programs, including the Student Representative Council, assemblies, camps and all levels of sport.

**Future directions:**

In 2013 our focus is:

- Closer alignment with mainstream curriculum;
- Continued development of the Individual Learning Program (ILP) process;
• Continue to provide opportunities for reverse integration to meet the needs of mainstream students; and
• Continue to apply for and access services to support the needs of all students.

Aboriginal education
In 2012 we had over 50 students who identified as being Aboriginal. The school community also includes 1 Aboriginal teacher, 1 Aboriginal Assistant Principal, an Aboriginal Norta Norta Tutor and 4 Aboriginal parents holding executive positions on the school’s P&C. Aboriginal education is a two-pronged approach at Claymore. We are committed to improving outcomes for ATSI students, whilst developing understandings of culture and history for all.

2012 saw the first PLP afternoon gathering for Claymore P.S. All parents and carers of ATSI students were invited to an afternoon tea to meet members of the school Aboriginal Education Committee. During the meeting, students and their families met with class teachers and developed personal learning goals and areas for enrichment. Personalised Learning Plans (PLPs) were developed as a result of this meeting. These PLPs were uploaded to the school intranet and reviewed by staff and families each term. ATSI students from Years 2 to 6 worked towards their individual learning goals with the support of the Norta Norta tutor.

Significant moments on the Aboriginal calendar were observed throughout the year. Sorry Day was recognized in each class by the creation of class artworks to represent what the idea of Sorry Day meant to each group. Artworks were displayed in the hallway to be shared with all members of the community. Reconciliation Week was celebrated by the whole school participation in a performance by Koomurri. NAIDOC week was celebrated during Term 3.

Stage 1 teachers participated in professional learning surrounding the ‘8 Ways of Learning’. This pedagogy framework allows teachers to include Aboriginal perspectives across all KLAS using Aboriginal learning techniques. This allows focus of lessons to remain on core curriculum content while embedding Aboriginal perspectives in every lesson. The Teacher Librarian also modeled lessons based on the ‘8 Ways’ during library lessons for teachers and students in Stages 2 and 3.

The school’s partnership with the Tharawal Aboriginal Corporation was once again a vital link for Claymore families. Students and their families accessed the many programs and services offered by the corporation. Claymore Public School Preschool staff worked with staff from the Tharawal Aboriginal Preschool to support the transition to school for Aboriginal students and their families.

Language Background Other Than English (LBOTE)
Claymore Public School caters for students from a diverse range of backgrounds and cultures. Forty percent of our students are from a language background other than English, representing more than 12 different languages. English as a Second Language (ESL) support is provided in the area of literacy. The ESL support teacher works with the stage leaders, the learning support team and class teachers to determine the most appropriate form of support based on student needs. This support is K-6 and varies between team teaching, withdrawal and small group delivery.

Multicultural education
Claymore Public School reflects Australia’s diverse multicultural society. Additionally, some of our school’s creative arts groups that included the Koori Choir, Drummers and our Islander Dance Group performed at Austral Public School’s Harmony Day celebrations. This opportunity allowed our students to proudly share some cultural aspects with another community, supporting increased understanding and celebration of multiculturalism within our society.

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, present information to the school community, support and assist younger students and engage in fortnightly Peer Support lessons.

In 2012 the positions were filled by:
- James Valevatu (Captain)
- Asena Tosun (Captain)
- Sue Redhead (Vice Captain)
- Francis Malu (Vice Captain)

National partnership program

**Background:** Claymore PS participated in the Low Socio-Economic Status School Communities National Partnership Project throughout 2011 and 2012. Programs were implemented and targets were set to improve student learning and engagement across the school.

**Initiatives and Programs**

A Student Engagement and Attainment teacher was employed to improve student engagement, monitor attendance and implement strategies to improve student attendance.

A Community Liaison Officer was employed to coordinate and strengthen parent and community involvement with the school. This enabled increased parental support within the school.

Literacy programs targeting Reading were implemented in Kindergarten, Year 1 and Year 2. The results were: 44% of Kindergarten students achieved an instructional level of 9 or above, 59% of Year 1 students achieved an instructional level of 18 or above, and 75% of Year 2 students achieved an instructional level of 22 or above.

The TOWN Program was implemented in Stages 2 and 3 in 2011 and introduced into Stage 1 in 2012. In all stages, learning experiences were designed to support student progress along the Numeracy Continuum and improve student learning. The TOWN Coordinator provided professional learning through lesson studies and observations of teaching and learning. Student learning was monitored and data was distributed and utilised to inform future teaching.

Numeracy guidelines and initiatives were introduced and opportunities were provided for teacher professional learning to improve student learning. Numeracy resources were purchased to support programs and student learning.

**Future Directions**

Our school will continue to implement initiatives as part of the National Partnerships Program in 2013. Our school will undertake further evaluation, introduce structures and embed systems including the Analytical Framework, in all school practices to support improvement in literacy, numeracy and leadership capacity to deliver high quality education.

**Other programs**

**Reading Recovery**

Reading Recovery is an 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 quickly accelerate each student’s progress to enable him or her to work at the average level of their class.

Throughout 2012, Susanne Ashton undertook her training year in Reading Recovery and Emily Ferguson completed her second year of training. This has allowed nine students per day to have access to the Reading Recovery program throughout the year. Seventeen students have successfully discontinued their lesson series at a Level 16 or above, and two students were referred for further testing. In 2013 Susanne Ashton will be completing her second year of training and four children per day will have access to the Reading Recovery program.

**Library**

During 2012, Library continued to be an important part of the school community. Many students utilised the library facilities and borrowed from the library. We purchased several laptops for use in the library, to enable students to experience the value of E-readers. The library program supports the classroom teaching programs as it provides links through: author studies, literary appreciation, visual literacy and library/research skills.

**Book Week**

During Book Week we held a very successful Book Fair with a number of students purchasing books.
These purchases raised $1100 that allowed additional resources for the library to be purchased.

**Books in Homes**

We were very fortunate to be participants in the Books in Homes Project 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.

**Active After School Program**

Active After School is a national initiative program 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 traditionally inactive 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. Between 32 - 37 students regularly attended the program. The program has been highly successful in engaging students in the participation of sporting events.

**Technology**

2012 saw the introduction of full utilisation of notebooks within classrooms. Fifteen still/movie cameras were purchased and have been used very effectively in learning experiences. The Reading Eggs program was introduced across the school and has been effectively incorporated into classroom practice, as has the Mathletics website. The school also purchased 164 Learning Response Devices (LRDs) which were effectively used for student feedback and assessment, allowing teachers to have instant analysis of student achievement. The LRDs were also used successfully in the student survey process, polling students from Years 2-6, as well as being an additional learning aid within the classroom.

In 2012, teacher professional learning, using IWBs, Learning Response Devices (clickers) and individual notebooks occurred, allowing teachers to incorporate technology into their classroom practice and deliver quality lessons using technology. Teachers also participated in professional development sessions in which they evaluated specific learning programs and became familiar with the use of technology in the teaching/learning cycle. Specific training was delivered to individual teachers and their classes in the use of the Mathletics and Reading Eggs websites, as well as the integration of LRDs. Stage 3 students entered the South Western Sydney Region Blogging competition, resulting in one student, James Solomua, achieving first prize for his contributions, highlighting the successful technology programs within the school.

**Mathletics Club**

Mathletics Club is an after-school activity open to all students K-6, three days per week, in the school’s computer lab. Initially, over 40 students attended on any of the days, with this number reducing to over 30. Students have the flexibility of choosing mathematical activities within the Mathletic’s website or, alternatively, completing activities assigned by their classroom teacher. Mr Klafas runs the club, with the assistance of other teachers. Students have the advantage of having teacher support, should they require it, in their mathematical learning. Students, parents and teachers have commented on the increasing skill levels of students attending Mathletics Club.
Progress on 2012 targets

Intended Outcome 2
Increased levels of Literacy achievement in line with School and State Plan targets.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>91.7%</td>
<td>91.4%</td>
<td>Working Towards</td>
</tr>
<tr>
<td>Yr 5</td>
<td>78.1%</td>
<td>75.6%</td>
<td>Working Towards</td>
</tr>
</tbody>
</table>

% of students in top bands

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>18.7%</td>
<td>20%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Yr 5</td>
<td>8.5%</td>
<td>4.4%</td>
<td>Working Towards</td>
</tr>
</tbody>
</table>

% of Aboriginal students achieving at or above minimum standard for Reading

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>87.7%</td>
<td>100%</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

% of Aboriginal students achieving proficiency for Reading

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>16.3%</td>
<td>0%</td>
<td>Working Towards</td>
</tr>
<tr>
<td>Yr 5</td>
<td>2%</td>
<td>0%</td>
<td>Working Towards</td>
</tr>
</tbody>
</table>

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out a situational analysis to evaluate identified aspects of Quality Teaching, with a focus on numeracy; and to evaluate aspects of Leadership and Culture. The recommendations on the aspect of Quality Teaching and some recommendations on the aspect of Leadership has been included below.

Methodology:
- Interviews with staff, students and parents;
- Observations of teaching programs and assessment documentation;
- Analysis of relevant school documentation supplied by the school.

Recommendations:

Programming:
- The school should review the existing programming policy and collaboratively develop an improved programming model. It is anticipated that the new model would include: a comprehensive overview of planned teaching, outcomes and indicators linked to the syllabus, learning experiences that address syllabus outcomes, differentiation to support the diverse student learning needs including: adjustments, IEPs, extension etc, embedded assessment practices within the teaching cycle, and evaluation of teaching to inform future directions.
- Support staff to be consulted in program design and implementation.
- Supervisors to provide direct support in the development of teaching and learning programs.

Assessment:
- The school should review the existing assessment planning and practices, and collaboratively develop an improved whole school model.
- Relevant teacher professional learning to be implemented including: assessment strategies, record keeping of student progress, organisation and management of assessment data, and consistency of teacher judgment practices.
• Support staff to be included in the development and implementation of assessment practices.

Classroom Practice:

• Professional learning to be provided to support teachers to design and implement coherent well-structured lessons and lesson sequences that engage students and enhance student learning outcomes. This may be provided in the following forms: mentoring by instructional leaders, peer observations, team teaching, lesson observations, modelled teaching, lesson study.

• An evaluation of all the additional programs operating within the school should take place, with a view to reducing the amount of programs and maintain those that add value to the learning of students.

Leadership:

• Build a strong, cohesive leadership team with expert knowledge and understanding of the core business of teaching, learning, curriculum, assessment and reporting.
• Quality leadership implemented to support the design and implementation of quality teaching programs.
• Clear role statements for all staff members.
• An explicit and focused whole school professional learning plan to be designed and implemented.
• Review and modify school vision and mission statement to develop a shared educational vision on focused quality teaching and learning.
• Revisit the DEC’s Code of Conduct for all staff.
• Develop, communicate and implement appropriate processes to manage issues within the workplace.
• Develop a stronger team culture where mutual respect and positive working relationships are part of the school culture.
• Value and acknowledge positive school contributions of staff.
• Expectations of staff modelled by leadership team, clearly communicated and consistently monitored.
• Review and update student welfare policy, and train staff in procedures.
• Review PBIS program and design action plan to achieve a consistent approach to student welfare practices throughout the school.

• Review playground policy.
• Provide professional learning for staff on importance of high expectations in Low SES settings (PSP module).
• Include high expectations in the guiding principles of the school mission statement.

Parent, student, and teacher satisfaction
In 2012, the school sought the opinions of parents/carers, students and teachers about the school. Of the 109 families that responded, 83% of parents/carers indicated that they are satisfied or highly satisfied with the school. Of the 59 students, 88% of students indicated that they are very happy or happy with the school. Of the 42 staff that responded, only 43% of staff indicated that they are that they are satisfied or highly satisfied with the school, with 57% only sometimes satisfied with the school’s performance.

Parents/Carers

Findings and conclusions -
• 91% felt Claymore is an attractive and well resourced school;
• 91% felt the school is connected to its community and welcomes parental involvement;
• 92% felt the teachers create a happy and positive learning environment;
• 88% felt Claymore has competent teachers who set high standards of achievement; and
• 81% felt the school caters well for all students and provides an inclusive education.

When asked “What do you think Claymore P.S. does well?” there were a wide range of positive responses including;
• Quality teaching/teachers, events/community, extra curricula activities, welfare and interaction with students/parents.
• Suggested areas for development included: homework, playground equipment, communication and the school environment.

Students

Findings and conclusions -
• 87% are very happy or happy with their classroom learning;
• 83% felt Claymore Primary School has good resources and facilities;
• 81% felt teachers gave them help if needed;
• 77% felt their teacher teaches literacy and numeracy well; and
• 77% felt their teacher sets high standards of achievement.

When asked “What do you think Claymore P.S. does well?” there were a wide range of positive responses including:
• Teaching, helping/caring, computers, sport.

Suggested areas for development included: enhanced playground (equipment, painting the school, improved toilet facilities, bins and less rubbish), support improved behaviour of students (bullying), improve the school rules and school uniform.

Staff
Findings and conclusions -
• 89% felt parents are encouraged to contact the school to discuss concerns relating to their child;
• 88% felt they maintain a focus on literacy and numeracy;
• 89% felt they set high standards of achievements for their students; and
• 85% felt they cater well for all students and provide an inclusive education.

When asked “What do you think Claymore P.S. does well?” the responses surrounded the following themes including;
• Welfare and pastoral care, supporting low achieving students, committed and friendly staff, and supporting community involvement.

Suggested areas for development included: student outcomes, reducing additional programs to enable the focus on literacy and numeracy, professionalism, communication, high expectations, homework procedures, playground enhancement, and student welfare practices.

Professional learning
All members of 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 primarily in Numeracy, Literary and Quality Teaching to support school priority areas.

In addition to this, staff were involved in professional learning in the following areas: Technology, Syllabus Implementation, Leadership, Welfare and Equity, Career Development and DEC/School Policies.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

2012 – 2014
The priority areas for 2012-2014 include -
• Numeracy
• Literary
• Student Engagement and Attainment

2013 School Priority 1:
Literacy: Increased levels of literacy achievement for every student consistent with national, state and regional directions.

Targets:
• Increase the percentage of Year 3 students achieving at or above the minimum standard in reading in NAPLAN by 2% (From 91.4% to 93.4%)
• Increase the percentage of Year 3 students in the proficient bands in reading in NAPLAN (From 20% to 22%)
• Increase the percentage of Year 5 students achieving at or above minimum standard in reading in NAPLAN by 2% (From 75.4% to 77.4%)
• Increase the percentage of Year 5 students in the proficient bands in reading in NAPLAN (From 4.4% to 6.4%)
• Maintain the percentage of Year 3 Aboriginal students achieving at or above the minimum standard in reading in NAPLAN at 100%
• Increase the percentage of Year 3 Aboriginal students in the proficient bands in reading in NAPLAN by 2% (From 0% to 2%)
• Increase the percentage of Year 5 Aboriginal students in the proficient bands standards in reading in NAPLAN by 2% (From 0% to 2%)
• Increase by 5% reading levels achieved in 2012 (50% K/6, 60% Year 1/16, 50% Year 2/22)

Strategies to achieve these targets include:
• Implement Best Start program to plan and deliver quality early years teaching.
• Promote community understanding and learning about literacy.
• Provide a range of professional learning experiences to increase teachers’ capacity in identifying and addressing student literacy learning needs.
• Continue to design and implement a strategic and systematic K-6 literacy assessment program.
• Continue to implement Personalised Learning Plans for all Aboriginal students.

2013 School Priority 2:
Numeracy: Increased levels of numeracy achievement for every student consistent with national, state and regional directions.
• Increase the percentage of Year 3 students achieving at or above the minimum standard in numeracy in NAPLAN by 2% (From 77.1% to 79.1%)
• Increase the percentage of Year 3 students in the proficient bands 5 and 6 in numeracy in NAPLAN by 2% (From 8.6% to 10.6%)
• Increase the percentage of Year 5 students achieving at or above the minimum standard in numeracy in NAPLAN by 2% (From 65.1% to 67.1%)
• Increase the percentage of Year 5 students in the proficient bands 7 and 8 in numeracy in NAPLAN by 2% (from 2.3% to 4.3%)
• Increase the percentage of Year 3 Aboriginal students achieving at or above the minimum standard in numeracy in NAPLAN by 2% (From 66.7% to 68.7%)
• Increase the percentage of Year 3 Aboriginal students in the proficient bands 5 and 6 in numeracy in NAPLAN by 2% (From 0% to 2%)
• Maintain the percentage of Year 5 Aboriginal students achieving at or above the minimum standard in numeracy in NAPLAN at 100%.

Strategies to achieve these targets include:
• Implement Best Start program to plan and deliver quality early years teaching.
• Promote community understanding and learning about numeracy.
• Provide a range of professional learning experiences to increase teachers’ capacity in identifying and addressing student numeracy learning needs.
• Develop a strategic and systematic a K-6 numeracy assessment program in line with CMIT, Counting On, TENS and TOWN.
• Continue to implement Personalised Learning Plans for all Aboriginal students.
• Support teachers with the implementation of innovative numeracy programs to improve learning outcomes for all students.

• 10% reduction in suspensions from end of Term 3 2012 to end of Term 3 2013
• 0.5 % increase in attendance from (90.8% in 2012).
• 10% reduction in negative RISC entries (622 in 2012).

Strategies to achieve these targets include:
• Strengthen the implementation of the NSW Quality Teaching model.
• Provide high quality learning opportunities for all students P to 6 and Special Education across the curriculum.
• Implement high quality transition programs to support students and their families throughout transition periods of schooling.
• Strengthen implementation of proactive student welfare practices.
• Expand the opportunities for students and staff to participate in the use of interactive technologies to enhance learning.
• Initiate and maintain partnerships with other agencies and support groups to improve educational outcomes for Aboriginal students.

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
Tina Crocker Deputy Principal
Karyn Hyman Assistant Principal
Juliet Mabon Assistant Principal
Heather Franci Assistant Principal
Rasma Lord Assistant Principal
Tracey Rutten Student Engagement and Attainment Teacher

Acknowledgement is given to all teachers who were responsible for various aspects of the school in 2012, and provided written reports used in this report.

School contact information
Claymore Public School,
Dobell Rd,
Claymore 2559
Ph: (02) 46263988
Fax: (02) 46285033
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: