Claymore Public School
Annual School Report
2013
Our school at a glance

Students
The school has an enrolment of 343 students, with 287 students P-6 and 56 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 41% of students from a language background other than English and 13% of students identify as Aboriginal and Torres Strait Islander.

Staff
During 2013, 54 staff members were employed at Claymore Public School, consisting of 37 teachers and 17 SASS staff. The executive staff consisted of 1 Principal, 4 Deputy Principals and 3 Assistant Principals.

Significant programs and initiatives
Claymore Public School is supported by Equity Funding and is also participating in the Low Socio-economic Status School Communities National Partnership, an Early Action for Success Initiative.

Messages

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 2013.

We designed and implemented a teacher mentor program, with a focus on improving teacher quality and in turn, student results in Numeracy and Literacy. Our results in NAPLAN tests showed that our work in this area has been effective, with excellent growth in our students’ results and improved results in all areas, as identified by trend data.

In Numeracy, we achieved above state average growth and moved to the position of 2nd ranked school (out of 19 schools within Campbelltown) in terms of the highest growth.

In Reading, we achieved above state average growth and moved to the position of 5th ranked school (out of 19 schools within Campbelltown) in terms of the highest growth.

In Student Engagement, we continued to work hard on two main areas. The first area was student attendance with 2013 recording the highest attendance rate since 2007. We have also had a significant improvement in student absences being justified with a note of explanation. We thank parents and carers for supporting us in the area of student attendance.

The second area is our student welfare system. We have continued to implement Positive Behavior Intervention and Supports (PBIS) and worked as a whole school, implementing a consistent approach to enhanced student welfare practices. This has proudly led to a significant decrease in negative student welfare incidents at our school and has enhanced our school culture.

In 2013, our school has had a major focus on playground enhancement and had significant works completed to enhance our school playground, particularly in the Support Unit courtyard and main courtyard. Many gardens were also upgraded and completed, contributing to the playground enhancement initiative.

I continue to be impressed by the wonderful support that we attain from the school community with events and initiatives. The school’s Multicultural Day was one such example of 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 2014, 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 2014.

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 and pie drive, toy animal stuffing and several raffles. Monies raised have been set aside for the purchase of reading materials, playground games, equipment and plants for the school’s community garden.
Claymore school community were represented at local community events where the P&C held a refreshment stall at the Celebration of Claymore evening and marched in the Fisher’s Ghost Parade.
Community Café continues to run strongly four mornings a week, bringing community and staff together.
We look forward to continuing to assist within the school in 2014.

Julie Jarrett - P&C President

Student representative’s message
In 2013, Claymore Public School elected two captains and two vice captains. The school captains and vice captains were involved in selling raffle tickets to raise money for our playground, running morning assemblies, revising the weekly PBiS rules, working with teachers and coordinating celebration assemblies and various other duties that required a high level of responsibility. 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 context

Student information
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>
</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>
</tr>
<tr>
<td>Female</td>
<td>155</td>
<td>157</td>
<td>167</td>
<td>164</td>
<td>143</td>
<td>119</td>
</tr>
</tbody>
</table>

At the end of 2013, we had 294 students enrolled at Claymore Public School, 175 males and 119 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>
<th>2013</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></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></td>
</tr>
<tr>
<td>2</td>
<td>87.6</td>
<td>90.2</td>
<td>93.2</td>
<td>90.7</td>
<td>91.2</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>93.8</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>91.3</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>89.6</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>95.5</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>
<td>92.6</td>
</tr>
</tbody>
</table>

Our attendance rate has improved in comparison with 2012. Although this attendance rate is still below state and regional averages, it is the highest attendance rate the school has experienced in a number of years.
Management of non-attendance

We have continued to implement successful procedures that were introduced in 2012-2013 and developed new practices to manage and improve student attendance. The following strategies have been implemented at Claymore Public School in 2013:

- Improved tracking procedures for attendance and absences;
- Training for teachers and executives in attendance follow-up procedures;
- Focus on increasing justified absences;
- Continued use of notes booklet to support 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;
- Liaison with Aboriginal HSLO to target indigenous students with poor attendance rates;
- Frequent communication with parents/carers, via newsletter and assembly notices; and
- An attendance reward at the end of each term.

We will continue to work with families to strengthen home-school partnerships and promote regular daily attendance.

Structure of classes

Preschool and Mainstream

In 2013, our pre-school provided two programs per week. Program One consisted of students who attended Monday to Wednesday am (half day) and Program Two with students who attended Wednesday to Friday pm (half day). In 2013, our school was structured into 12 mainstream classes.

Support Unit

The Support Unit consisted 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>8</td>
</tr>
<tr>
<td>Pre-school Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Part-time/RFF staff/other</td>
<td>0.824</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>0.42</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>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.122</td>
</tr>
<tr>
<td>Total</td>
<td>34.366</td>
</tr>
</tbody>
</table>

At the end of 2013, 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 2014.

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 2013, our school experienced some staff mobility. This included: one executive member retiring and three permanent staff members receiving transfers to other schools.

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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>443508.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>246993.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>695674.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31055.43</td>
</tr>
<tr>
<td>Interest</td>
<td>15713.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17713.02</td>
</tr>
<tr>
<td>Canteen</td>
<td>1440.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1452099.29</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>6034.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>9972.30</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>18138.74</td>
</tr>
<tr>
<td>Library</td>
<td>495.47</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1160.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>547349.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>22310.12</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>88076.82</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>1783.34</td>
</tr>
<tr>
<td>Utilities</td>
<td>57298.79</td>
</tr>
<tr>
<td>Maintenance</td>
<td>29174.14</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>21424.62</td>
</tr>
<tr>
<td>Capital programs</td>
<td>62630.92</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>865849.72</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>586249.57</td>
</tr>
</tbody>
</table>
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. Two teams competed against three other schools in the Campbelltown/Macarthur region and developed their public speaking skills as the competition progressed.

**Sport**

**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 held in the school grounds while students in 3-6 attended the local High School and were involved in both fun and competitive athletics-based events. 53 students were selected to represent Claymore PS in the Zone Athletics Carnival. Eight students performed strongly and made the Area team, competing at the Regional Athletics Carnival. Although none of our students were successful in gaining entry to the State Athletics Carnival, our students demonstrated a positive attitude and sportsmanship on the day.

**Cross country**
After a successful school Cross Country Carnival, 46 students from Claymore PS participated in the Zone Cross Country Carnival. One of our students progressed to the Area Carnival, and 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 2013, 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 12 students earn positions in a variety of zone sporting teams. Following outstanding performances in the Zone Rugby League and Zone Rugby Union, six 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. We also had one student selected to represent NSW at the State Carnival in Perth for Rugby League. Overall it was a very successful year for our sporting achievements.

**PSSA Sport Report**
In 2013 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 2013, approximately 116 students from Years 3 to 6 competed in football (league, union and touch), softball, t-ball and cricket.

**Knockout competitions**
In 2013, Claymore PS participated in the West’s-All Schools Rugby League Knockout competitions for both the U11s 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 Penrith. The U11s were successful in gaining a wild card position, allowing them to progress to the NSW All Schools competition, held at St Marys. The U11s played a great day of football but were narrowly defeated in the semis. The Opens 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 32-0 in the final minute of the game, making them state champions for four years in a row. All students involved in the knockout competition displayed excellent sportsmanship and fair play.
Academic 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 and enter the school name in the Find a school and select GO to access the school data.

Reading – NAPLAN Year 3

Our Yr 3 NAPLAN Reading results indicated:
- 26.3% of Year 3 students achieved proficiency (bands 5-6) in Reading, compared to the region’s 31.5% and the state’s 46.6%; and
- 94.7% of our students were at or above the minimum standard for reading, compared to 95.8% of the region and 97.2% of the state;

Comparison: 2012 and 2013 NAPLAN data
The results in Reading indicated targets were met and showed improvements in the following areas:
- An improvement of 6.3 percentage points in students achieving proficiency standard - 2012 (20%); 2013 (26.3%).
- An improvement of 3.3 percentage points in students achieving at or above minimum standards –2012 (91.4%); 2013 (94.7%).

Writing – NAPLAN Year 3
Our Yr 3 NAPLAN Writing results indicated:
- 43.4% of Year 3 students achieved proficiency (bands 5-6) standard, compared to the region’s 46.9% and the state’s 54.2%;
- 96.2% of students were at or above the minimum standard, compared to 97.4% of the region and 98.0% of the state.

Comparison: 2012 and 2013 NAPLAN data
- An improvement of 21.2% percentage points of students achieving proficiency - 2012 (22.2%); 2013 (43.4%).

Numeracy – NAPLAN Year 3

Our Yr 3 NAPLAN Numeracy results indicated:
- 43.4% of Year 3 students achieved proficiency (bands 5-6) in Numeracy, compared to the region’s 46.9% and the state’s 54.2%; and
- 96.2% of students were at or above the minimum standard for reading, compared to 95.8% of the region and 97.2% of the state;
Our Yr 3 NAPLAN Numeracy results indicated:
- 10.7% of Year 3 students achieved proficiency (bands 5-6) in Numeracy, compared to the region’s 27.7% and the state’s 38.8%; and
- 96.4% of our students were at or above the minimum standard for Numeracy, compared to 95.2% of the region and 97.3% of the state.

Comparison: 2012 and 2013 NAPLAN data
In Numeracy, the results demonstrated targets were achieved and improvements were gained in the following areas:
- An improvement of 2.1 percentage points in students achieving proficiency standard - 2012 (8.6%); 2013 (10.7%)
- An improvement of 19.3 percentage points in students achieving at or above minimum standards - 2012 (77.1%); 2013 (96.4%)

Reading – NAPLAN Year 5
Our Yr 5 NAPLAN Reading results indicated:
- 16.2% of Year 5 students achieved proficiency (bands 7-8) in Reading, compared to the region’s 23.8% and the state’s 37.4%; and
- 86.5% of our students were at or above the minimum standard for Reading, compared to 97.1% of the region and 98.3% of the state.

Numeracy – NAPLAN Year 5
Our Yr 5 NAPLAN Numeracy results indicated:
- 5.7% of Year 5 students achieved proficiency (bands 7-8) in Numeracy, compared to the region’s 22.2% and the state’s 27.8%; and
- 73.1% of our students were at or above the minimum standard for Numeracy, compared to 90.9% of the region and 95% of the state.
Comparison: 2012 and 2013 NAPLAN data
The results in Numeracy indicated targets were met and showed improvements in the following areas:
- An improvement of 3.4 percentage points in students achieving proficiency standard - 2012 (2.3%); 2013 (5.7%).
- An improvement of 8 percentage points in students achieving at or above minimum standards –2012 (65.1%); 2013 (73.1%).

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>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.0</td>
<td>88.0</td>
<td>90.1</td>
<td>101.2</td>
</tr>
<tr>
<td>SSG</td>
<td>86.1</td>
<td>69.9</td>
<td>73.5</td>
<td>101.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</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>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>69.3</td>
<td>123.0</td>
<td>97.6</td>
<td>102.1</td>
</tr>
<tr>
<td>SSG</td>
<td>86.7</td>
<td>90.5</td>
<td>89.6</td>
<td>80.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</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.
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 2013. Below are the results with those exempted students’ results excluded.

<table>
<thead>
<tr>
<th>2013: Percentage of Year 3 students in our school achieving at or above the minimum standard</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.7</td>
</tr>
<tr>
<td>Writing</td>
<td>96.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013: Percentage of Year 5 students in our school achieving</th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.5</td>
</tr>
<tr>
<td>Writing</td>
<td>74.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>78.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77.1</td>
</tr>
</tbody>
</table>

Significant Programs and Initiatives

Transitional Equity Program

How the PSFP staffing supplementation was used in 2013
The 0.4 staffing allocation was used to support the implementation of a Numeracy Support Program to support targeted students in 3-6.

Major initiatives
- Funding of an additional classroom teacher to support reduced class sizes 3-6, to enhance teacher support for individual students.
- Funding of a temporary teacher to support whole school mentoring program, that allowed all teachers to participate in mentoring programs to support enhanced teaching practices, with a focus on literacy and numeracy.
- Funding of additional School Learning Support Officers to support implementation of student individual learning plans K-6.
- Funding additional resources for school Preschool and Support Unit.
• Funding of additional literacy resources for in-school reading and home reading program.

How Transitional Equity funding contributed to school improvement
Equity funding has contributed to:
• Enhanced academic results in literacy and numeracy as evidenced by NAPLAN data.
• Enhanced teacher confidence and capacity to implement quality literacy and numeracy programs as evidenced by teacher feedback through school survey data.

National Partnership Program

Background
Claymore PS continued to receive funding through the Low Socio-economic Status School Communities National Partnership during 2013. This funding enabled the school to address a number of specific whole school needs in order to achieve school targets in the areas of literacy, numeracy and student engagement.

Initiatives and Programs
Two 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.

This support was 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 Semester Two 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 Parents and Citizens association, Community Café and a student banking initiative. Additionally, the CLO worked collaboratively with the community to support more effective communication between home and school, assisting school staff with the organisation of whole school events, the coordination of the school uniform shop, and community contributions to the school newsletter.

Future Directions
Our school will continue to implement these initiatives as part of the Low Socio-economic Status School Communities National Partnership in 2014. As a result of ongoing evaluation processes, the school will continue to utilise this funding to implement a range of strategies to support improvement in literacy, numeracy and leadership capacity to deliver high quality education.

Early Action for Success Initiative

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 hands-on instructional leadership, to ensure high quality classroom practice in literacy and numeracy in the early years of schooling.
- 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 also 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. Assessment data was used to establish our focus areas of articulation and student formulation of sounds. Small group intervention occurred once a week with SLSO support used to ensure the program and learning was maintained throughout the week.
- 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.

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, as compared from the end of 2012 to the end of 2013.
- 92% of kindergarten students achieving at or above expected outcomes in numeracy.
- 50% of Year 1 students achieving at or above in writing, which was a 22% decrease in the number of students who were identified as being at risk at the beginning of 2013.
- 70% of Year 2 students achieving at or above expected outcomes in reading.

Future Directions

- Access targeted programs such as Targeted Early Numeracy (TEN) and L3.
- Continue to implement the mentoring program.
- 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.
Aboriginal Education
During 2013 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 by the school’s Aboriginal Education Team, who worked collaboratively to achieve a number of set targets. In order to develop staff cultural knowledge and understanding of Aboriginal education issues, teachers took part in professional learning in a number of areas including the Aboriginal and Torres Strait Islander Education Action Plan 2010-1024 and the Aboriginal 8 Ways of Learning. The “Dilly Bag’ project was introduced and provided teachers with resources to enhance teaching and learning about Aboriginal Australia.

In 2013 forty-two students identified as being Aboriginal, and each of these students was supported through the school’s Personalised Learning Plan (PLP) process. All parents and carers of ATSI students were invited to an afternoon tea to meet with class teachers to develop personal learning goals and areas for enrichment.

Culturally significant days were observed throughout the year. These included a visiting performer to recognise Reconciliation Week, and a whole school art activity and NAIDOC themed assembly to celebrate NAIDOC Week.

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. Our 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. Approximately 41% 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 teachers work 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. This year a number of creative arts groups reflected various cultural backgrounds of our community. The groups proudly included Aboriginal dance and Didgeridoo groups, West African children’s dancers combined with Stage 2 African drummers, Islander Dance Group, Haka performers and Bollywood Dancers. Our cultural arts groups had various opportunities to perform throughout the year. Performances were included in end of term assemblies, community events and all groups performed at our very successful Multicultural Day celebrations. Multicultural Day took place in Term 4 and was overwhelmingly supported by community with over 100 parents and community members in attendance. This day allowed our students to proudly share some cultural aspects with other members of the community, supporting increased understanding and celebration of multiculturalism within our society.

Other
Support Unit
Claymore Public School successfully caters for students with a range of disabilities in both our mainstream and Support Unit classes. In 2013 the Support Unit, which caters for students from
preschool to Year 6, consisted 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. The Early Intervention program provided school-based and outreach resource support for students prior to school enrolment age. 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 introduction of iPads in the classroom setting to supplement literacy and numeracy programs, as well as the introduction of Individual Assessment Portfolios to record and track student progress. Overall this year, these students have made both social and academic progress, with nine students transitioning to a high school setting for 2014.

**Preschool**

Our school provides a service for children the year prior to starting school. Our program offers approximately 20 hours per week of preschool education for the children, provided by two trained members of staff. A quality teaching program is guided by the principles and practices of The Early Years Learning Framework. 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.

**PBIS**

In 2013 the PBIS Committee formulated an action plan to support the school community. PBIS 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. Our core rules remained Be Safe, Be Respectful, Be a Learner but our icons were updated and new signage developed and placed throughout the school. This signage displays student expectations in all locations within the school. The implementation of PBIS will continue next year.

**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.

In 2013 the positions were filled by:

- Cyrus Lee (Captain)
- Caitlyn Lee (Captain)
- Corianton Suamili (Vice Captain)
- Lianna Noovao (Vice Captain)

**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 accelerate literacy learning of those students who are performing in the bottom 20% of year 1. Four students per day participated in the program with a total of 10 students for the year. Eight students achieved Level 16 or above and two students were referred for further support.

**Library**

During 2013, the Library continued to be an important area for learning. Many students utilised the library facilities and borrowed from the library. Laptops were consistently utilised during library lessons, incorporating the use of word documents and evaluating websites for use during research. Prime importance was placed upon the six steps of Information Literacy: 1. Define the Problem, 2. Locate Resources, 3. Select and analyse the appropriateness and usefulness of selected resources, 4. Organise chosen resources, 5. Create presentation, and 6. Evaluate level of participation in set project. This
process underpins the library program that is designed to support classroom teaching practices by providing links through: author studies, literary appreciation, visual-literacy and library/research skills.

During Book Week we held a Book Fair that encouraged students to purchase books for their own enjoyment. This year we raised $596, 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 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. The importance of reading was highlighted by guest speakers and authors who were an integral part of the Books in Homes assemblies.

Daystar Foundation Writing Project
This year students in 4/5M, 4/5H, 5/6R, 6P, K/6F, K/6R and 4/6N 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.

The Literacy Buddies Program aims to:
- 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. All costs were generously covered by Daystar Foundation and Corrs Chambers Westgarth.

Literacy and Numeracy Support 2013
Literacy and Numeracy Support Programs operated throughout the school during 2013.

These Support Programs targeted students who required additional support with various aspects of their literacy or numeracy development. The students were given 2-3 lessons per week which involved small group explicit and systematic instruction at their level of need. The Literacy Support Program focused on phonics/decoding, phonemic awareness, sight word and vocabulary acquisition and comprehension development, emphasising the Super 6 reading strategies.

The Numeracy Support Program focused on number outcomes with an emphasis on developing students’ ability to solve worded problems.

Both the Literacy and Numeracy Support Programs were constantly monitored, assessed and modified to assist students with their individual literacy and numeracy needs.

Speech and Occupational Therapy
Throughout 2013, 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. Target students participated in small group activities, aimed at supporting articulation issues and expressive and receptive language delays. Occupational therapy sessions involved whole classes, including preschool students.

Parents were invited and encouraged to attend ‘open day’ sessions with their child, and a parent workshop was held to assist parents in helping their child to build their vocabulary, to which a small but receptive group of parents attended.

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.

**Technology**

2013 saw the continued use of notebook computers within classrooms. The school has also purchased 20 iPads and is beginning to embed this technology into classroom practice.

Teacher professional learning, using IWBs, Learning Response Devices (clickers) and individual notebooks has continued, allowing teachers to incorporate technology into their classroom practice and deliver new and innovative classroom experiences.

**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. Over 30 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 runs the club, with the assistance of other teachers. Students, parents and teachers have commented on the increasing skill levels of students attending the Mathletics Club.

**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. This year, Volunteers from the Eagle Vale High School Interact Club have assisted us in preparing and serving breakfast. The P&C very kindly donated a frying pan.

**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 paper.

11 students participated in the English competition, 14 students participated in the Mathematics competition and 14 students participated in the Computer competition. All students received participation certificates with one credit awarded in Mathematics, and 3 credits awarded in Computer.

**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 2013 include:

- Whole school survey; with the focus including school satisfaction, numeracy, and teaching.
- Staff survey and student focus group discussions on spelling.
- 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 2013

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 2013:
- 96.4% of Year 3 students above minimum standard;
- 73.1% of Year 5 students above minimum standard;
- 10.6% of Year 3 students achieving proficiency;
- 5.7% of Year 5 students achieving proficiency;
- 51.5% of students achieving expected growth;
- 75% of K-2 students achieving expected level on Numeracy continuum for Early Arithmetical Strategies; and
- 42% of students achieving school benchmarks in Numeracy.

Strategies to achieve these outcomes in 2014:
- Provide a teacher mentor program, encompassing a range of professional learning experiences to increase teachers’ capacity in identifying and addressing student numeracy learning needs.
- Continue to design and implement a strategic and systematic K-6 numeracy assessment program.
- Continue to use PLAN as an assessment tool to inform teaching and learning.
- Implementation of targeted support, utilising LAST teachers and SLSOs.
- Continue to implement 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 2013:
- 86.5% of Year 3 students above minimum standard;
- 75.6% of Year 5 students above minimum standard;
- 26.3% of Year 3 students achieving proficiency;
- 16.2% of Year 5 students achieving proficiency;
- 51.5% of students achieving expected growth;
- 22% of K-2 students achieving expected level on Literacy continuum for Writing; and
- 46% of students achieving school benchmarks in Reading.

Strategies to achieve these outcomes in 2014:
- Provide a teacher mentor program, encompassing 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 use PLAN to as an assessment tool to guide teaching and learning.
- Implementation of L3 in Kindergarten
- Implementation of targeted support, utilising LAST teachers and SLSOs.
- Continue to implement 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 2013:**

- 92.6% attendance rate;
- 61% justified absence rate;
- Reduced suspension rate; and
- 91% of students achieving 80% growth against ILP goals.

**Strategies to achieve these outcomes in 2014:**

- Continued implementation of PBIS.
- Continued implementation of school Attendance Procedures.
- Engage 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 2013:**

- 88% 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;
- 100% of Aboriginal students in Year 3 achieved above minimum standard in literacy and numeracy; and
- 100% of Aboriginal students in Year 5 achieved above minimum standard in numeracy.

**Strategies to achieve these outcomes in 2014:**

- Continued implementation of PLPS in partnership with parents/carers & students.
- Employment of SLSO to support implementation of Aboriginal Education.
- Re-establish programs for Aboriginal students e.g. Koori Club.
- Initiate and maintain 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 2013:
• An improvement in school performance as determined by Analytical Framework results in 72% of statements with an expected target of at least 30%;
• 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:
• Implement strategies within the school’s analytical framework 2013, to build leadership capacity in literacy & numeracy.
• Develop and provide 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 2013:
• 100% of teachers engaging in individualised professional learning processes;
• 100% of teachers achieving growth against PLP goals; and
• Enhanced assessment practices to support the design of more effective teaching and learning programs.
• Increased confidence and capacity of staff to implement Australian Curriculum.

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

Professional learning

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 primarily on the Australian Curriculum, new English syllabus, Numeracy, Literacy 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.

Parent/carer, student and teacher satisfaction

In 2013, the school sought the opinions of parents/carers, students and teachers about the school. Of the 107 families who responded, 86% of parents/carers indicated that they are satisfied or highly satisfied with the school. Of the 45 staff members surveyed, 84% indicated that they were satisfied or highly satisfied with the school’s performance.

Staff comments were generally positive, with improvements in staff moral and professionalism being noted. Staff indicated that the current teacher professional learning model is appreciated and having a positive impact within the school. Other positive features that were noted by staff included pastoral care and student welfare practices, PBIS, teaching and learning
programs, and staff collegiality. Suggested areas for development included classroom resources, school-wide communication, and parent involvement.

A large number of parent comments focused on environmental and communication issues, with many parents thanking staff for their work. Positive comments about school’s sporting programs, student support, and teaching programs featured. Areas for development included the provision of improved play areas, more homework, improved communication around school events, and additional non-curricular programs.

Student comments indicated that they appreciated school sport, Gala days, and curriculum areas including reading, mathematics and computer lessons. Students indicated that they would appreciate improvements to playground and sporting equipment, additional iPads, and upgrades to toilet areas and gardens.

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

Areas for development include:
- Class resourcing, including the provision of consumables and teaching resources
- Environmental improvements, including playground, gardens, sports equipment
- Behaviour Management, including targeted programs and teacher professional learning

**Findings and conclusions**
The analysis of the survey results found the following:
- Most teachers believe that the mentoring program has been of great benefit to their knowledge and practice of teaching;
- Most staff members believe that the teacher professional learning has helped to support quality instruction;
- It was strongly felt that executive support in modelling quality teaching, content and expectations was of great benefit;
- There has been an improvement in explicit and differentiated teaching;
- Students felt that the teachers’ explanations of new learning helped them to achieve greater results;
- Students believed that the teaching of mathematics was a strength;
- Students felt they responded best to positive interactions, praise and positive feedback from staff;
- 70% of parents believe what their child is asked to learn is important and relevant;
- 75% of parents believe the way the teacher manages their class allows their child to learn;
- Overall 70% of parents agree or strongly agree with the teaching and assessment practices at Claymore Public School;
- Parents believe teachers at Claymore Public School support, motivate, engage and encourage the students;
- Parents believe teachers provide a fun and happy environment conducive to successful learning; and
- 36% of parents believe their child’s teachers communicate what they will be learning and why, but have little understanding about how their child is assessed.

**Future Directions**
From this evaluation, some recommendations were identified, including the need for:
- a consistent approach for communicating the learning intention and success criteria for each lesson within each classroom;
- continued professional development for all staff, meeting the needs of the whole school as well as individuals;
- opportunities for teachers to observe and learn from other teachers;

**Program Evaluations**

**Educational and Management Practice: Teaching**

**Background**
An evaluation was conducted to assess aspects of the Educational and Management Practice area of **Teaching**. The evaluation process involved staff, parents/carers and students, and used surveys and focus group interviews.
• a review of the Learning and Support Teacher model to maximise teaching and learning for students;
• a review of the distribution of Flexible Funding to ensure all students requiring support are catered for; and
• ensure assessments are on-going and purposeful and communicated effectively to parents and students.

Curriculum Evaluation: Spelling

Background
The implementation of a whole school approach to assessing and teaching spelling was implemented in 2013, using The Spelling Mastery Program. The program is a levelled instructional program with explicit development of skills across years 1-6. Timetabling issues and levels of student engagement indicated that this area needed further investigation to support improved student results in spelling and align with the new English syllabus.

Teachers and students were surveyed using School Map best practice statements as a base of surveys. All teachers and student focus groups responded to the surveys about spelling. 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 spelling outcomes and 80% of staff felt that they regularly assessed spelling and used results to direct their future teaching and learning;
• A high percentage of teachers indicated that they regularly integrated spelling into their English program, with only 61% of staff regularly integrating computer technology into their modelled, guided and independent teaching strategies;
• Less than 10% of teachers believed the Spelling Mastery Program would complement the implementation of the new K-6 English Syllabus.
• 80% of staff indicated that the spelling program provided students with appropriate instruction at their level of learning however only 50% of staff believed that it created high engagement with their students;
• Students indicated that the Spelling Mastery program taught them how to spell new and harder words and gave them strategies to spell unknown words, however, many found the program was very repetitive and continuing on the same level year after year resulted in low levels of motivation.

Future directions
From this evaluation, some recommendations were identified, including the need for:
• Teachers to engage in professional learning opportunities that align class spelling programs with the new NSW English syllabus;
• Teachers to implement spelling programs in explicit and integrated way, based on student needs and syllabus outcomes and without the use of a commercial program such as Spelling Mastery.
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.

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Acknowledgement is given to all teachers who were responsible for various aspects of the school in 2013, and provided written reports used in this report.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/high-performance/annual-school-reports