

# Clergate Public School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Clergate Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalie Philpott

Principal

### School contact details

Clergate Public School

Clergate Lane

Clergate, 2800

[www.clergate-p.schools.nsw.edu.au](http://www.clergate-p.schools.nsw.edu.au)

[clergate-p.School@det.nsw.edu.au](mailto:clergate-p.School@det.nsw.edu.au)

6365 8256

### Message from the Principal

Clergate Public School aims to provide a stimulating, supportive, nurturing and inclusive learning environment for all of our students. Learning and opportunities are driven by a hardworking, dedicated staff and school community.

Throughout 2016 our students engaged in a variety of educational activities, excursions, incursions and extra-curricular opportunities. I would like to thank my highly-dedicated teachers, support and administration staff for their time, effort and continuing commitment throughout the year, not only for the special events and opportunities they create for our children, but the care and attention they provide to our students every day. They are always willing to 'go the extra mile' to drive learning experiences and cater for individual needs.

Staff and students enjoyed collaborating with learning communities such as Pre2 and the Orange Small School's Association (OSSA) to enhance their professional practice and ultimately student outcomes. Many student learning experiences and staff training opportunities centred on the connection with these groups and will continue to strengthen and forge into the future.

2016 saw the refinement and development of our 'Core Values' program and the introduction of a new cumulative rewards system. Students are proud of reaching goals and value achievement by collecting awards, moving through a sequence of 'Core Achiever's' awards. Students understand the value of striving for their personal best in line with our motto 'Our Best Always'.

Thought the year all staff participated in targeted professional learning activities to enhance their classroom practice and build capacity to meet the needs of learners. Staff trained in the areas of writing, Learning, Literacy and Language (L3), developing strategies in assessment of and for learning using literacy and numeracy continuums and PLAN software. This year also saw the introduction of the KidsMatter framework to further prioritise student wellbeing.

2016 has been a very productive and enriching year with many highlights and successes to celebrate. The support and assistance of our parents, carers and community has been an integral element of our productive school. The support and contributions of our families and community has helped to ensure each and every child has been given every possible opportunity to be challenged, achieve success and feel valued in our school. The P&C and school families are to be congratulated for their support of and contributions to our school, so vital to our continued growth and success.

### Message from the school community

To commence this report I would like to extend a huge thank you to our wonderful parents, carers and extended family here at Clergate. We've had a huge year and have managed to arrange some pretty big fundraisers, most notably Molong Players and the recent Bunnings BBQ. Without all the helpers and donations from everyone we wouldn't be able

to make these events happen. Other fundraising events have included the very successful pie drive, 5 cent challenge and Mother's and Father's Day stalls. All together this year we have raised over \$7000 for our school. Our main fundraising goal has been to improve and upgrade the play equipment. Unfortunately, this is a long term goal as it has a rather large price tag attached, but we will continue to work towards improving this wonderful facility that all the children use. In the mean time we do still want to give back to the school and be able to provide our children with the best learning environment they can get. We have been able to fund the books that the children receive tonight and have just this week purchased 6 wobble stools to be used by the whole school to benefit all classes.

This year we have tried to be a more social P&C and have held monthly morning or afternoon teas as a way for parents and carers to get to meet over coffee and cake and also to offer an alternate way for parents to raise ideas or concerns for the P&C. The morning and afternoon teas have become quite popular and is an idea we would like to continue next year. In May we also had a parents' social event which was a fantastic night with some spectacular costumes on display and some superior gamesmanship shown by some parents! The parents who have come along to these events have really enjoyed them and we encourage everyone to get involved next year.

We understand how busy everyone's lives are and therefore how precious their time is. We really do appreciate all the volunteers and helpers throughout the year and also all the parents who haven't been able to help with their time but have bought pies or have chopped onions! I would like to thank the staff for everything they do for our children and also for helping out with all of the P&C events and meetings.

Finally I would like to say a huge thank you to the P&C Executive who have propped me up throughout the year and have dedicated a lot of their time to this wonderful P&C. Thank you to Kim Stubbs, Sarah Webster, Nigel Coutts and Michelle Heaslip.

We are all looking forward to a wonderful 2017 and hope for your continued support.

### **Message from the students**

As you all know we are not going to be at Clergate Public School after this year and we are all excited about what the future holds for us as we head off to high school with a small amount of nerves and great amount of excitement.

Our time here at Clergate has been one to remember. Many of our group began here with Mrs Cloete in transition and can remember our very first day of school. We were one of the first ever transition groups to come along every Tuesday to see what 'Big School' had in store for us.

Along the way we had many teachers. Our teachers have helped us to achieve our goals and taught us the skills we need to take forward into the future such as core values and manners reading, writing, spelling and maths. We would like to take this opportunity to thank all our teachers for being supportive, caring and...patient!

Many of us were very shy when we began here. We all agree that growing up in a small school has been important part of who we are. There have been many opportunities such as leadership, sport, excursions, public speaking and many more that will help us on our journey in high school and for the years beyond that. We are all looking forward to the new challenges and friendships that high school will bring...but we will never forget where we came from and how much Clergate means to us.

## School background

### School vision statement

At Clergate Public School we believe in 'our best always' within an inclusive, supportive environment so that students can reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes to build our community.

### School context

Clergate Public School is situated on the northern outskirts of Orange. The school provides a dynamic and caring educational environment in which all 108 student's access quality educational programs within a varied and balanced curriculum. Clergate Public School enjoys a reputation as a high achieving school with major initiatives in the areas of literacy and numeracy, gifted and talented education, student well-being, sport, technology and performing arts. The school maintains a culture which focuses on continuous improvement and personal best. The school's multi skilled, professional staff continually enhance student's educational opportunities.

The school values and promotes community participation and shared decision making with a highly committed parent body. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year at Clergate Public School time was committed at staff meetings throughout the year to review the school plan. Staff were able to reflect on, inform and monitor progress being made across the school to determine areas of strength and areas for development. This provided an important overview to ensure our improvement efforts align with the high expectations of the School Excellence Framework expectations as we continue our journey of excellence. Ongoing assessment process in 2017 will further assist the school to refine the strategic priorities in our school plan, leading to further improvements to the delivery of education for our students.

In the domain of **learning**, our efforts have primarily been focused on curriculum and learning and wellbeing. A school strength continues to be the quality of its program delivery, particularly in the implementation of English, Mathematics and the new HSIE syllabus with History and Geography. This process has been supported by the tracking of units of work in English, Writing in the Middle Years and across school writing focus, the delivery through strengthening and refining of targeted programs in Mathematics such as TEN (Taking Off With Numeracy) and TOWN (Taking Off With Numeracy) and implementing the new HSIE syllabus with History and Geography integrated units of work across the school. Attention to individual learning needs has been another component of our programs throughout the year.

Students with learning needs and those requiring extension are being identified early and their parents increasingly involved in planning, supporting and differentiating individual learning needs and targeting future direction. We have also successfully provided for the strong participation and high expectations of our Aboriginal students in learning throughout targeting learning pathways and the collaboration of resources with other small schools.

The KidsMatter framework has been a positive base to build and create a positive and productive learning culture amongst staff and students. Respectful relationships are evident among students and staff promoting students wellbeing and a positive learning environment. We have continued to build an inclusive and comprehensive values program which forms the basis of our rewards system.

In the domain of **teaching**, we have focused on collaborative practice for all staff members and use of assessment in planning for individual needs. Clergate provides a strong supportive learning culture of all of its teachers. There is a particular focus on improving and sharing high quality teaching practice and resources in literacy and numeracy and the development of teachers' understanding of effective teaching strategies in these areas. Tracking of literacy and numeracy data through PLAN, L3, TEN and TOWN continue to be areas of focus for staff TPL (Teacher Professional

Learning).

Staff consistently and regularly engage in collaborative practice through meeting colleagues with targeted goals across OSSA (Orange Small School's Association), Pre2 learning communities and TPL with learning alliances with nearby small school networks learning support, wellbeing and beginning teacher funded mentoring projects. All staff members are regularly meet across the year to share Performance and Development Plans which has been purposeful in developing the capacity of teachers to engage in professional discussion to improve their teacher effectiveness, whilst aligning goals with those of the school plan.

Staff consistently collect high quality data and utilise TPL to develop and consolidate skills required to analyse the data to inform student learning needs. The data is used to inform collegial discussion and key decisions in whole school planning. Clergate Public School continues to focus on providing a quality learning environment for all students as evidenced by the TTFM (Tell Them From Me) and KidsMatter surveys.

In the domain of **Leading**, our school used its sound management practices and communication, coupled with informed and sensible distribution of school resources, to help us focus on leadership planning and the reporting of school planning to all staff. With the introduction of the 2015–2017 School Plan, focussing on strategic directions and the implementation of the new reforms, all staff needed to develop a clear processes and timelines to contribute to the schools' assessment process. To ensure effective implementation of the school plan, while using data and collaborative feedback we aim to improve school processes and ultimately student learning.

Clergate Public School continues to seek and address feedback on school performance as evidenced by student and parent surveys in the Tell Them From Me suite of surveys and KidsMatter pre implementation surveys. School leadership staff ensure that all teachers are provided with leadership opportunities in various stages of career development aligned with their Performance and Development Plans. We are demonstrating consistent commitment to collaborating with our local community of schools, with external agencies and various community support agencies to improve the educational outcomes for our students.

Parents and community members have the opportunity to engage in a wide range of school activities. They have continued to support our staff in assisting students in need with literacy programs in the K–2 setting, information and orientation evenings, assisting with travel to sporting events, school BBQ's, setting up a canteen run with a local high school, fundraising for a variety of charities, families in need and school morning and afternoon teas.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Develop consistent, high quality educational practices to equip students with the necessary literacy and numeracy skills to become successful 21st century learners.

### Purpose

To support all students to become competent and creative learners. To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practice

### Overall summary of progress

We have endeavoured to create high quality practices evident in:

All teachers have participated in professional learning sessions incorporating the literacy and numeracy continuums. They have completed PLAN training and are assessing student performance and tracking learning on the relevant clusters. These assessment measures along with other school based assessment data guides teachers in identifying and planning for intervention and extension of individual targets for each student in their classrooms.

In 2016 Clergate Public School implemented improved school based assessment schedules to determine immediate baseline data for all students to guide differentiation.

NAPLAN was undertaken in Term 2 with the results being analysed in Term 3. The analysis indicated areas of growth for Year 5 and identified areas of need to action adjustments to teaching and learning programs and school planning to improve student's literacy and numeracy skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased growth in Literacy and Numeracy as evidenced in numbers of students in proficiency bands in NAPLAN.	<p><b>Year 3 achieving proficiency</b></p> <p>Reading: 6 out of 20 students in the top two bands.</p> <p>Writing: 42% of students achieved proficiency in writing.</p> <p>Spelling: 50% of students achieved proficiency, which is the same as 2015 results.</p> <p>Grammar and Punctuation: Students were above the state average with 55% of students reaching proficiency.</p> <p>Numeracy: 4 out of 20 students were in bands 5 or 6 in numeracy.</p> <p><b>Year 5 achieving proficiency</b></p> <p>Reading: There was a slight increase of 24% of students achieving the top two bands in reading. 82% of students demonstrated growth in reading from year 3 to year 5.</p> <p>Spelling: 100% of students displayed growth since 2014.</p> <p>Numeracy: 100% of students showed growth since 2014, a 25% increase in the number of students in bands 7 and 8.</p> <p>No comparison was available for writing due to a change in text type in 2016.</p>	\$8394.75

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased growth in Literacy and Numeracy as evidenced in numbers of students in proficiency bands in NAPLAN.	<p><b>Year 7 achieving proficiency</b></p> <p>The students that moved forward into year 7 have achieved above the state average in Reading, Grammar &amp; Punctuation and Numeracy ranging from 20%– 26% higher than the state average in each curriculum area.</p>	
75% increase in staff effectively using assessment data to inform goals for improvement and to track ongoing progress.	<p>100% of staff are fluent in current procedures for assessment in literacy and numeracy using PLAN and the literacy and numeracy continuums.</p> <p>The numeracy data wall indicated 100% of students' growth over 2016. Assessment results were analysed and the data utilised to formulate individualised student learning.</p>	\$179.86

## Next Steps

- Professional learning for staff based on the 'What Works Best – Evidence Based Practices to help improve NSW student performance' document (CESE).
- Ensure learning intentions are identified for individuals across literacy and numeracy.
- Improving student growth mindset across K–6.
- Continue to implement (TEN) in K–2. Increase mathematical fluency and focus target areas as identified in NAPLAN for Years 3–6. Investigate implementing Maths Centres across Years 3–6.
- Continue to determine and investigate areas of need as identified in PAT, PLAN, NAPLAN and school based testing in Mathematics.
- Implement L3 for students in K–2. Focus on Reading training will be undertaken to improve comprehension skills in Years 3–6.



## Strategic Direction 2

Develop a culture of professional practice and evidence based decision making.

### Purpose

To create a culture where evidence based data and research informs decisions. A culture of reflective practice in the school, where staff know what is expected of them, focus on the improvement of their practice through inquiry and regular feedback and structured professional learning opportunities.

### Overall summary of progress

Quality teaching is a continuous focus at Clergate Public School. The Quality Teaching Framework and BOSTES Australian Professional Standards for Teachers is used to guide teachers to build their capacity as providers of quality teaching and learning programs.

Professional Learning is aligned to the school management plan and is focused on continued commitment to, and consolidation of, evidence based teaching and learning programs. These include Language, Learning and Literacy (L3), Targeting Early Numeracy (TEN) and Writing in the Middle Years.

Goal setting for the Performance and Development Plans and peer coaching has provided further opportunities to embed and sustain quality teaching practices supported by these programs. Systems were arranged for staff to share Professional Development Plans in line with their professional needs and the school management planned targets. Staff focused on personal areas of need as each identified in the Australian Professional Teaching Standards.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have personal learning plans developed using a structured process..	All staff developed their Personal Development Plans in line with the yearly PDP cycle. Goals were regularly reflected upon with the Principal and collaboratively with colleagues throughout the year. Staff goals were linked to the school's strategic plan. Each staff member's Personal Development Plans were monitored and aligned with targeted professional learning. Future goals will have greater alignment with the Australian Professional Teaching Standards.  Staff indicated the increased professional dialogue amongst colleagues enabled each strengthen their practice and knowledge base.	\$2240.66
100% of staff collaborated with peers to develop and share pedagogical practices that raised student outcomes.	All staff collaborated to develop and share pedagogical practices in the use of the literacy and numeracy continuums and PLAN software to plot evidence from student work samples, demonstrate lessons for colleagues in TEN and share programming practices.  All staff indicated the collegial dialogue was valuable and necessary for consistent teacher judgement.  Students are now becoming more aware of expected individual targets through the use of "I can" statements.	\$553.98
All staff gained or maintained accreditation	School executive and nominated staff trained in the Performance and Development Framework and delivered training. Expectations for accreditation of pre and post 2004 staff were outlined.	\$5679.06  Teacher Professional Learning



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff gained or maintained accreditation	One beginning teacher commenced in Semester 2 of 2017. All other teachers are accredited at proficient with 1 staff member working towards completing the Leadership Credential.	\$947.96 Beginning Teacher Support

## Next Steps

- Existing structures embedded within the school management plan and QTSS funding will enable staff to continue collaborating with colleagues within our school and across small networks of schools to develop successful explicit teaching practices in whole staff professional learning in order to reinforce and build consistent teacher judgement in the areas of literacy and numeracy on a more regular basis. 'Data Days' will be embedded across each term to track student progress on PLAN software.
- New staff will require training in the use of plotting students on the literacy and numeracy continuums.
- Further work across the Orange network will identify target areas from PAT testing as well as school based assessments to focus professional learning such as the use of the 'What Works Best – Evidence Based Practices to help improve NSW student performance' document (CESE).
- Ongoing professional learning in the areas of learning intentions and success criteria and feedback; differentiation to cater for the needs of all learners; raise expectations.
- Teachers will be supported in pursuing higher levels of accreditation in 2017.
- Pre 2004 staff will be required to gain accreditation at the beginning of 2018 and begin working towards recording maintenance of professional learning through NESA.
- Opportunities for increased participation in staff training across the small schools network in small focus groups for target areas such as Focus on Reading, new staff training in L3 and sharing expertise of TEN training will occur in 2017.
- Greater alignment of PDP's to the Australian Professional Standards for Teachers in order to clearly establish the link to accreditation.
- Principal and SAM will be trained for LMBR student and financial management in 2017.



### Strategic Direction 3

Develop whole school community organisational practices and learning partnerships which support student engagement, well-being and a positive school learning culture.

#### Purpose

To create a culture where evidence based data and research informs decisions. A culture of reflective practice in the school, where staff know what is expected of them, focus on the improvement of their practice through inquiry and regular feedback and structured professional learning opportunities.

#### Overall summary of progress

The introduction of the Every Student Every School initiative and the release of the Student Wellbeing Framework resulted in the school commencing a review of its current welfare policies and procedures in 2015. Recommendations from surveys continue to guide the development of policies and procedures in student wellbeing.

An analysis of current wellbeing programs and practices occurred following the student and parent Tell them From Me survey. A new values system was implemented to explicitly teach and reward students for demonstrating use of the values. A cumulative rewards system was put in place to recognise the importance of achievements and valuing being a successful and positive learner. "High Five" steps for resolving conflict and consistent class rules were displayed across the school to enhance student engagement.

Clergate Public School adopted the KidsMatter Framework in 2016 and staff began training in the first two components. Students and Parents then completed the KidsMatter survey to gather baseline data on wellbeing at Clergate Public School. The school continues to focus on teaching social skills, building resilience and ensuring students are engaged through consistent classroom rules and explicit teaching of values. All of these organisational practices along with effective partnerships will continue to enhance Clergate students' wellbeing and ultimately their educational outcomes under the umbrella of the KidsMatter Framework.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased % of students, staff and parents meaningfully connecting with student wellbeing programs in the school.	<p>The Wellbeing Team met and established a rewards system for 'Core Achievers'. Parents and community members attended assemblies where students are acknowledged for demonstrating core values within our school.</p> <p>Fortnightly School Values were explicitly taught and displayed then shared with the community in newsletters.</p> <p>A consistent set of classroom rules were established across K-6 and were consistently displayed, applied and monitored.</p> <p>The KidsMatter initiative was introduced through fortnightly newsletters as staff completed the first two training components. Parents and students were surveyed to gather baseline data and targets were identified for 2017 as a result.</p> <p>Parents and students were participants in the Tell Them From Me surveys providing constructive feedback on school practice and procedures.</p> <p>Students actively participated in the Premier's Sporting Challenge and Live Life Well to promote healthy lifestyles and fitness.</p> <p>A staff member provided weekly fruit from a local</p>	\$1698.82

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased % of students, staff and parents meaningfully connecting with student wellbeing programs in the school.</p>	<p>supermarket for students to access.</p> <p>Clergate Public School hosted Interrelate as they delivered programs such as 'Bullying No Way' and 'Preparing for Puberty' attended by other small schools.</p> <p>The School Leaders for 2017 were voted on for the first time given the increase in student numbers.</p> <p>The Anti-Bullying policy was revised and shared with the students and community.</p>	
<p>Learning partnerships established increasing student involvement and success in school and the wider community.</p>	<p>100% of staff attended Pre2 network of schools PL events. Students were also engaged in the "Words and Pictures" Photographic exhibition where several students won their category.</p> <p>'OSSA Week' was firmly embedded into our PL calendar to engage professionally with other small school teachers.</p> <p>5 students participated in the Small Schools Instrumental program in partnership with the Orange Regional Conservatorium of Music.</p> <p>4 students were selected to have their artworks displayed through Operation Art.</p> <p>5 students participated in Tournament of the Minds.</p> <p>The choir gained highly commended at the Orange Eisteddfod. The verse speaking choir gained first place.</p> <p>15 students attended a robotics day hosted by other small schools.</p>	<p>\$2267.92</p>

## Next Steps

- Further professional development and strengthen KidsMatter plan in consultation with parents and students as a KidsMatter Action Team
- Continue to strengthen the KidsMatter framework within our school by holding an official launch and weekly newsletter articles to support mental health and wellbeing.
- The school will continue to improve the wellbeing of students through access to quality wellbeing programs. In particular, a whole school roll-out of 'Bounce Back' social and emotional learning program to strengthen quality student positive relationships and to develop resilience and wellbeing of students.
- Continue to participate in the Tell Them From Me Surveys and end of component surveys from KidsMatter in 2017 and beyond.
- Engage with nearby small schools for social and sporting events, STEAM, coding, cultural activities and OSSA School Spectacular in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All Aboriginal students have a Personalised Learning Plan (PLP) and are making progress in literacy and numeracy in relation to the continuums.</p> <p>Strengthened partnerships occurred between the school and Aboriginal families with a strong link to participation in cultural events and special celebrations.</p>	\$647.91
<b>Low level adjustment for disability</b>	<p>Teacher employed for 5 days per week to facilitate Learning and Support processes, and deliver specific programs for students referred by the learning support team to support literacy development.</p> <p>School Learning Support Officer (SLSO) engaged part-time to support implementation of personal learning plans.</p> <p>Students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p>	\$14268.00
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>All staff were released in pairs to share work samples and consistent teacher judgement when analysing writing. Plotting students onto the literacy continuum followed.</p> <p>One staff member attended another small school to observe the delivery of a coding/robotics day.</p>	13.5 days
<b>Socio-economic background</b>	<p>Enhanced student access to a wide range of educational experiences and excursions such as Musica Viva – Orange Regional Conservatorium, Pre2 Wellbeing staff development day and SLSO support for each classroom.</p>	\$5586.98
<b>Support for beginning teachers</b>	<p>Beginning Teacher support funding was utilised to release a mentor teacher to assist with programming, TEN training, support in developing teaching programs as well as facilitating a supported induction to Clergate Public School routines and systems.</p> <p>Shared practice and observations of programming and L3 PL was reciprocal</p>	\$947.96
<b>Sporting Schools</b>	<p>All students accessed programs in a variety of sports including swimming, netball and hockey.</p> <p>Teacher time and expert coach provided to support skill acquisition.</p> <p>Increased fitness and whole participation and skill sets developed.</p> <p>Equipment was purchased for staff to continue lessons following these sessions to be used in implementing FMS programs including netballs, bibs and class sets of balls.</p>	\$7187.21

**Community Consultation Funding**

In 2015 the school received Community Consultation Funding which was combined with money fundraised by the P & C and used to construct an operable wall to create two classrooms or a hall space for large groups.

\$3935

In 2016 the rooms were used to host parent morning teas, P & C Mother's and Father's Day stalls, guest speakers, whole school discos, special assemblies and whole school gatherings such as Book Week Celebrations.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	42	50	53	53
Girls	37	37	39	43

The school population has stabilised in 2016 after a period of increasing numbers.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	96.5	97.2	95
1	94.6	95.5	94.5	96.6
2	95	91.9	96	96
3	95.9	94	92.7	95.7
4	97.6	94.7	95.4	94.1
5	99.5	96.6	94.6	94
6	97.8	95.7	94.6	93.8
All Years	96.2	94.7	95.1	95.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

The 'Total' average attendance rate for our school compared to the state's 'Total' has been consistent over the past six years. This reflects absences that have resulted from circumstances affecting individual school families.

School information and induction programs and newsletters clearly inform parents and caregivers of the expectations for attendance at school, as set out in NSW Department of Education and school policies. School programs and practices encourage regular

student attendance and parent awareness of issues related to non-attendance. Information is provided to parents about the benefits of regular attendance and the effects of irregular attendance and extended leave in student learning through newsletters.

The school employs procedures for monitoring and recording attendance in line with NSW DEC policy, and works closely with families to manage planned and unforeseen absences and to address any truancy concerns. Parents are reminded to utilise the Schoolstream app to return absentee notifications.

Attendance is monitored regularly by class teachers, the Principal and the Home School Liaison Officer (HSLO). School processes ensure unexplained absences and partial absences are promptly followed up through direct contact and written reminders, that planned leave is effectively managed in consultation with the school principal, and that the parents are involved in promoting regular school attendance.

Where non-attendance or unexplained absences continue, or escalate following intervention, the HSLO is contacted as required.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	4.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration & Support Staff	1.66
Other Positions	0.03

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

### Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

## Professional learning and teacher accreditation

Clergate Public School currently has one permanent Beginning Teacher in its workforce. Three teachers are currently maintaining accreditation at Proficient.

In 2016, all permanent, temporary and casual teachers, SASS and SLSO staff participated in professional learning targeted to staff members' personal goals, school priorities and mandatory training requirements in order to develop professional knowledge and capacity to achieve ongoing professional and school improvement.

Teachers benefited from a range of professional learning relevant to developing skills in evidence-based learning and quality teaching, including:

- One staff member trained in the use of Literacy and Numeracy PLAN software and delivered the training to colleagues at regular staff meetings.
- Two staff members trained in the KidsMatter introductory framework as well as component 1 and 2 training.
- One staff member attended a Live Life Well @ School training day to support health and wellbeing programs in the school.
- Principal attended an Accreditation workshop.
- One staff member continued L3 training throughout Semester 2.
- Performance and Development Framework session was attended by a staff member and principal.
- Strategic Financial Management: Principal and SAM attended sessions on financial planning and management of RAM funding.
- Principal attended a Consultative Decision Making course and Core Financial Literacy.
- Principal attended the Principal's Induction Conference in Sydney.
- LaST attended the Learning and Support Network meeting day.
- Writing in the Middle Years: One staff member attended 2 sessions of the course and brought back resources and PL for other colleagues to enhance the teaching of writing Years 3–6.
- Principal trained in Growth Coaching.
- Principal attended regular Orange Network Meetings with discussions around the knowledge of accountabilities with regard to Departmental policies, documents, processes and procedures.
- One staff member trained in the use of Configurator 2 for the iPads and created a folder of resources for staff.
- All staff participated in 'Trauma Training' by hosting a TPL meeting attended by two other small schools.
- OLIVER – New Library Management Software.

- CPR, Anaphylaxis, Child Protection, Code of Conduct & Emergency Care.

For the school development days staff participated in:

Term 1: Child Protection, Code of Conduct and school learning organisation.

Term 2: Literacy and Numeracy continuums were again a focus for new staff and to maintain consistency among all staff when plotting student progress. KidsMatter and the Wellbeing framework were also addressed by staff.

Term 3: School Development Day was a combined Pre 2 Wellbeing Day All teaching staff participated in the day consisting of a variety of workshops surrounding the theme of 'Wellbeing'. Author and educator, Maggie Dent was the guest speaker.

Term 4: CPR, Anaphylaxis and Emergency Care.

In 2016, Clergate Public School had an allocation of \$6235.00 for Teacher Professional Learning, with a further \$6887.60 allocated from the school's global budget and other specific programs and funding sources to give a total of \$13122.60 committed to professional learning.

Expenditure on professional learning averaged \$2266.42 per full time equivalent teacher across all permanent and temporary staff.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>154 063.24</b>
Global funds	112 258.86
Tied funds	180 726.38
School & community sources	92 343.69
Interest	4 330.76
Trust receipts	2 441.75
Canteen	0.00
<b>Total income</b>	<b>546 164.68</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	21 108.55
Excursions	44 095.01
Extracurricular dissections	5 556.90
Library	1 981.82
Training & development	9 074.78
Tied funds	175 701.28
Short term relief	15 008.02
Administration & office	34 029.16
School-operated canteen	0.00
Utilities	22 872.96
Maintenance	3 691.23
Trust accounts	3 299.22
Capital programs	11 269.65
<b>Total expenditure</b>	<b>347 688.58</b>
<b>Balance carried forward</b>	<b>198 476.10</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The school congratulates all students who completed the tests in 2016 for giving their best effort.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name, Clergate Public School, in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

Year 3 achieving proficiency.

- Reading: 6 out of 20 students in the top two bands.
- Numeracy: 4 out of 20 students were in bands 5 or 6 in numeracy.

Year 5 achieving proficiency.

- Reading: There was a slight increase of 24% of students achieving the top two bands in reading. 82% of students demonstrated growth in reading from year 3 to year 5.
- Numeracy: 100% of students showed growth since 2014, a 25% increase in the number of students in bands 7 and 8.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year the school participated in the Tell Them from Me Survey.

A summary of the responses from the returned parent surveys is presented below.



## Parents Perspectives

Areas that were greater than 8 on the scale were:

- Parents feel welcome
- Parents are informed
- School supports positive behaviour
- Inclusive school

In all areas Clergate Public School parent's responses were higher than the NSW CESE Project group norms.

In other areas on the survey parents reported :

- 75% talking with a teacher more than 3 times
- 68% attended meetings more than 3 times
- 53% indicated they were involved in school committees.

## Student Responses

Students from Years 4, 5 and 6 completed the Tell Them From Me survey. The Tell Them From Me Primary School Survey includes measures of student engagement.

Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

Levels of institutional engagement in Clergate Public School are:

- 85% indicated a value of schooling outcomes
- 85% reported positive school behaviour
- 39% reported positive homework behaviour.

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge.

The results for Clergate Public School on the three measures of intellectual engagement are:

- 80% interest and motivation
- 97% effort
- 95% quality instruction.

Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy.

The results are on a scale of 0 to 10.

With a score of over 8 were the following:

- Quality instruction
- Teacher student relationships
- Expectations for success

With a score of over 7 was:

- Learning climate.

Whilst this is a summary of the data obtained, the school analyses the full report and uses it to assist in its planning.



## Policy requirements

### Aboriginal education

All classes address Aboriginal perspectives across the curriculum areas, including units of work and activities that promote understanding of the traditions and culture of Aboriginal people. Focused studies is building greater understanding of Aboriginal histories, cultures, perspectives and current Aboriginal Australia for all students. The school encourages students to recognise and respect cultural identity and diversity.

In 2016, units of work in History had students reflect on the impact of policy and societal structures since colonisation on Aboriginal culture and the change in the circumstances of Aboriginal people. Students learned the history of Aboriginal people's participation in Australia's democratic processes and their contributions to our society.

Clergate Public School received Aboriginal Background funding in 2016. These funds helped to provide support for students of Aboriginal background in learning at school, teaching and library resources, travel to and from events and for cultural experiences for the whole school.

Using the syllabus outcomes and Literacy and Numeracy continuums Aboriginal students were supported with tailored interventions and tutoring, to achieve progress in line with their age peers. Social and emotional wellbeing was also closely monitored.



### Multicultural and anti-racism education

The school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded.

Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs and held special events such as Harmony Day.

Clergate Public School trained one staff member in 2016 as an Anti-Racism Contact Officer (ARCO). The role of the ARCO is to be the contact between students, staff, parents and community members who wish to raise issues regarding all forms of racism.

### Other school programs

Each year the school offers students a wide range of extracurricular activities and offers opportunities for students to be involved in sport, creative and performing arts, competitions, robotics just to note a few.

The successes of these are reported as they occur throughout the year in the school newsletter.

### L3 Literacy, Language and Learning

L3 is a Literacy program that immerses students in all aspects of literacy and teaches students how to read, write and speak through a whole-language approach. One teacher began professional learning to implement L3 in Semester 2 with strong student growth in literacy benchmarks.

### The Arts

Culturally students had the opportunity to audition for the OSSA drama ensemble, where one student was selected. This group performed the State Drama Festival in Sydney.

During 2016 all Clergate students from Year 1–6 participated in either Verse speaking and Choir. The children worked hard to learn the poems 'My Room' By Annette Kosseris and 'Day Dreams' By Katherine Blowen. In choir, children learnt "Alone in the Universe" from *Suessical the Musical* and "When the Red, Red, Robin comes Bob, Bob, Bobbin Along".

We were able to participate in the Orange Eisteddfod in August, 2016 and received a first place for verse speaking and a highly commended for Choir. We were then able to showcase our talents to the rest of the school in our whole school assembly and to the grandparents on Grandparents Day.

Several students were able to learn to play instruments including guitar, violin and trombone through the Small Schools Instrumental program through the Conservatorium of Music in Orange.

All other students from K–6 participated in a rotation of music stations with staff presenting lessons on cultural music, percussion, music appreciation, readers' theatre

and recorder lessons.

The ORC provided students with the opportunity to view two musical cultural performances by the Musica Viva groups WOW Senegal with African percussion and Pastance Celtic music. Students enjoyed listening, moving and interacting with a variety of new instruments and musical experiences.

In 2016 four student artworks were selected to be displayed at Newington Armoury at the Operation Art Exhibition. The artworks were framed and presented to the students at the end of year celebrations.

### Sport 2016

Clergate Public School promoted a varied sports program in 2016 that offered opportunities to learn different skills that catered to all ability levels. Students learnt new skills through the Sporting School's Program in swimming, netball, hockey and dance. Years 3–6 students also took part in a touch football gala day with other schools from our district. Several students were selected in OSSA teams to participate in knockout competitions for cricket, boys and girls soccer, tennis, hockey, touch football, rugby union and netball.

2016 was another successful year for our annual carnivals. The students experience great success with representatives moving through local, district and state levels. We had one student make it to state level for swimming athletics and cross country. Another student reached state level for athletics.

Once again all Clergate Public Students participated in the Premier's Sporting Challenge to log physical activity across a ten week period. Students were involved in setting up lunchtime activities and fundamental Movement Skills to reach their physical activity goals. Many students accumulated some impressive hours of physical activity.

### Student Leadership

All senior students are encouraged to develop their leadership skills by taking up a variety of roles around the school. There are four groups with two leadership positions elected for each group. Community, Peer, Eco and Sport group leaders carry out a variety of activities. These students also attended the GRIP leadership Conference in Bathurst. The program included presentations, interactive activities, discussions and leadership games and guest speakers.

Another leadership initiative is the selection of library monitors to support our librarian with daily return of books.

The SRC students are elected from each class to represent the student body. They are an active group and regularly meet each term to discuss issues and organise fundraising events and support different charities. In 2016 the SRC raised funds to purchase new sandpit toys for all students, storage boxes and lego for library use. New home readers, gardening tools and seeds to replant the garden beds were purchased through sale of ice blocks and hot

chocolates during the winter months. The SRC contributed to the local bushfire brigade 'Biggest Morning Tea' donating \$50 to the Cancer Council. The group also donated funds to Stewart House.

### **Transition Programs**

Our Transition to School program saw the first Year 6 come through since its' inception in 2006. This highly successful program supported 17 new Kindergarten students throughout 2016 to begin in 2017 all with a smile on their face on day one. The program is based on introducing students to the school and their surroundings, making friends, positive behaviour and social skills, exploring and playing. The families often joined the whole school for events such as Easter Hat Parade, Book Week celebrations and our annual presentation evening. Parents were all invited to an orientation evening in Term Four to give information about Clergate Public School, Kindergarten programs, Best Start Assessment and practical ideas for starting school.

Clergate Public School continued to develop links with various local feeder high schools through participating in transition days from Year 6 to Year 7 in Terms 3 and 4 to assist with developing friendships and familiarity with staff and the surroundings of their chosen high school.

Other initiatives that Clergate Public School students experienced in 2016 included the Whole School STEM Challenge Day during National Science Week, TOM (Tournament of Minds), MANSWA Mathematics day, CWA Public Speaking competition, Robotics days with local small schools, ANZAC Day March and Book Week celebrations, local excursions to the Bathurst Goldfields, Transport excursion and our annual Years 3–6 excursion, this year to Canberra.

To read about the schools and students many success and achievements please follow the link to the school website and newsletters at <http://www.clergate-p.schools.nsw.edu.au/>