

Claymore Public School Annual Report



2016



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Introduction

The Annual Report for **2017** is provided to the community of **Claymore PS** 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.

Lisa Porter

Principal

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Message from the Principal

I continue to be proud of the ongoing achievements of our school and its success in delivering high quality education for the school community of Claymore Public School. Underpinning this success is a positive, united and proud school culture which successfully highlights a commitment to implementing excellence in education, fosters a spirit of inclusiveness where diversity is celebrated, values and embraces parents/carers as partners in education, and that promotes a strong sense of pride and community spirit.

Some of the school's key achievements in 2016 include:

- Continued successful implementation of a quality, innovative and differentiated professional learning model, with a focus on improving teacher and leadership quality and in turn, student results in numeracy and literacy;
- Continued improved academic results as evidenced by NAPLAN data. Comparative data over the last three year period highlights significant improvement in the percentage of students achieving above minimum standards in literacy and numeracy;
- Our K–2 students have continued to make impressive growth towards the achievement of the targets within the Early Action for Success initiative, with an improvement in the percentage of students achieving set benchmarks across areas of literacy and numeracy;
- Continued improvements in the area of student attendance, with growth of our student attendance rate, and notable improvements in our Aboriginal students' attendance rate;
- Continued successful implementation of our student welfare program, Positive Behaviour for Learning (PBL), where we have worked solidly as a whole school, implementing a united, consistent approach to enhanced student welfare practices;
- Successful representation of our students at extra curricula and representative sporting events including public speaking and sport;
- Continued improvements and upgrades to our school environment, that have supported our goals of providing a safe, engaging and inviting learning environment;
- Continued upgrades and professional learning within the area of technology, supporting the implementation of our technology model that includes one device per student supporting high engagement in learning; and
- Implementation of a strengthened Creative Arts program providing increased opportunities and enhanced learning experiences for all students in this area.

In 2016 four notable highlights included:

- Implementation of a highly successful school concert that united students, staff and community and showcased our student's skills and talents in Creative Arts;
- Implementation of a celebration and sharing evening with our parents/carers where staff showcased our school's successes over the last three years and launched school initiatives;
- Recognition of our school's highly successful implementation of PBL practices, including high success in

implementing Tier 2 and 3 strategies, through information forwarded to the Minister of Education by Principal PBL;

- The presentation of our school's performance and practices to the Premier's Implementation Team, which was described by one member as "one of the most impressive visit's he has witnessed in his work all around the world".

The ongoing success of the strategies being implemented by the school is supporting the achievement of the school goals and directions, and ultimately providing demonstration of our school mission: 'a vibrant learning community that is inspiring,engaging and supportive, empowering students to be confident, creative and informed individuals who contribute positively to our world'.

I certify that the information provided in this report is the result of a rigorous school self–assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Lisa Porter

Principal

School background

School vision statement

VISION

Claymore Public School endeavours to be a dynamic learning hub that:

- provides excellence in education through a rich curriculum that is engaging, innovative and challenging;
- fosters a spirit of inclusiveness where diversity is valued and celebrated;
- supports the development of the whole child, where self-worth and self-belief is nurtured;
- fosters a culture of mutual respect and shared partnerships in education;
- creates a positive, safe and supportive school environment;
- is a school of continuous improvement and a source of pride; and
- equips students with the skills to become life-long learners who contribute positively to society.

MISSION

To create a vibrant learning community that is inspiring, engaging and supportive, empowering students to be confident, creative and informed individuals who contribute positively to our world.

School context

Claymore Public School is situated in South Western Sydney, and is part of the Campbelltown Network of schools for the Department of Education and Communities. The school has an enrolment of 352 students P–6, including 60 students in the support unit (consisting of IM, IO, Autism and Early Intervention classes). There are 56% of students from a Language Background other than English and 14% of students identify as Aboriginal and Torres Strait Islander.

The school successfully caters for students from diverse language, cultural and socio-economic backgrounds, and aims to develop the whole child and cater for individual differences, providing many programs to support specific needs.

Claymore Public School has been a participant in the Priority Action Schools Program, Low Socio-economic Status School Communities National Partnership (2011–2014), Equity Funding Program, and is currently participating in the Early Action For Success strategy (commenced T4, 2012).

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.

During 2016, the staff members at Claymore Public School reviewed and analysed our practices against the School Excellence Framework in order to achieve the key elements of high quality practice across the three domains of learning, teaching and leading. The executive team used our school's self-assessment to identify seven focus elements across the three domains, with all school staff involved in developing strategies to support improvement. These strategies were then embedded within the school plan as part of whole school planning processes.

In the domain of learning, our efforts have primarily focused on wellbeing, curriculum and learning, assessment and reporting and student performance measures. Our school's strong implementation of Positive Behaviour for Learning (PBL) systems and practices supports a whole school approach to wellbeing to achieve individual and collective wellbeing. This has been supported by the development and implementation of our school's wellbeing statement. Professional learning with a focus on differentiated learning in literacy and numeracy, as well as improved assessment and reporting practices has been a focus. Our school leaders have worked to up-skill teachers on core benchmarks in literacy and numeracy. An improved system of analysing school performance data and a range of other contextual data

has supported improved personalised learning practices. Our school continues to focus on improving our student performance levels on external and internal school performance measures. A rigorous focus on whole school processes for data collection, analysis, reporting and planning will be a key strategy for 2017.

Our major focus areas in the domain of teaching have been effective classroom practice and data skills and use. Professional learning to support effective classroom systems has resulted in classrooms that are generally well managed with well planned teaching taking place so that students can engage productively in learning. This was supported through the implementation of a number of targeted initiatives such as a high engagement class and student mentor programs. The school leadership team regularly uses data to drive professional learning to support teachers' understanding of the learning needs of their students and use this knowledge to implement effective teaching and learning programs.

In the domain of leading, our school is excelling in the area of management practices. Our focus in 2016 has been on the element of school planning, implementation and reporting. The school continues to use rigorous planning practices that include ongoing monitoring, evaluation and review processes with accompanying targets and improvement measures, timelines and milestones to design and implement a school plan that delivers ongoing whole school improvements. An improved whole school data collection process has been a key factor in supporting evidence based planning.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of future directions are outlined in the following pages of this report.

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

Learning: Students, as life long learners and leaders, are inspired, confident and courageous.

Purpose

Students need to be prepared for the 21st century to become positive, proactive and successful citizens. They must be prepared with the skills, knowledge, understandings and belief that they can succeed.

Overall summary of progress

Professional learning and mentoring/coaching in the implementation of quality pedagogical practices in curriculum and assessment, with a key focus on assessment driving programs, implementation of critical evidenced based lesson components, and the development of the school's learning culture statement to meet the diverse needs of students, were key focuses to achieve this strategic direction. The school's assessment policies and procedures were reviewed, modified and implemented to support enhanced assessment practices and accurate data collection processes.

Early Action for Success in K–2 continued to be implemented under the leadership of the Instructional Leader K–2, with a focus on comprehensive data analysis practices to support explicit teaching at point of need. Extensive professional learning was provided for all teachers, and L3 was implemented in both Stage 1 and Early Stage 1.

Intensive intervention programs were delivered to students at risk, based on comprehensive analysis of data, successfully supporting growth in student outcomes for targeted students. A speech therapy program was implemented for students who required increased support in aspects of language acquisition.

As part of the Student Leadership, Engagement and Wellbeing Strategy, the school developed a comprehensive wellbeing statement in consultation with students and community members. Positive Behaviour for Learning continued to be a strong focus within the school with welfare data reflecting improvements in all areas. Varied welfare initiatives such as student mentoring programs and a high engagement class were implemented to support students with specific welfare needs. This had a positive impact on student engagement and wellbeing. With the employment of a specialist technology coordinator, there has been a focus on supporting teachers to embed technology within teaching and learning programs and support students to achieve increased technological skills such as through participation in a series of coding and robotics workshops in collaboration with the local high school. These initiatives have strengthened pedagogical practices in ICT and supported positive student engagement practices.

An active staff Aboriginal Education Committee continued to operate within the school and effectively achieved many goals within the school's Aboriginal Education Strategy. Aboriginal Education initiatives successfully focused on student achievement within Personalised Learning Pathways (PLPs), as well as promoting and providing diverse cultural experiences for Aboriginal students, and strengthening partnerships with Aboriginal parents and community, the local Aboriginal Education Consultative Group (AECG) and our community of schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% improvement of students attaining expected levels on the Literacy and Numeracy Continuums (Reading, Writing and Number).	This improvement measure was established in 2016 to support enhanced focus on tracking student progress in the areas of reading, writing and number in years 3–6. The focus has been on providing professional development to teachers to improve consistency of teacher judgement and the resulting accuracy of assessment data. Extensive professional learning on the continuums and student assessment methods has been provided to teams and individually by the deputy principal. Early data has shown improvements in student results in a number of areas, particularly in writing.	<p>Funds to support Teacher Professional Learning – see <i>Strategic Direction 3</i></p> <p>Low Level Adjustment: \$24 541.26</p> <p>Funding Support & RSSSP: \$36 545.52</p> <p>Personalised Learning & Wellbeing: \$145 333.44</p> <p>Funds to support Aboriginal students– see <i>below</i></p> <p>Funds to support EALD</p>

Progress towards achieving improvement measures

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10% improvement of students meeting EAfS benchmarks in Reading, Writing and Number.	While all students have made individual growth in all areas, progress towards this improvement measure has been achieved in some areas but not others. For example: Year 2 reading has improved from 56% of students achieving benchmarks in 2014 to 80% at the end of 2016. Writing and Number remain as focus areas for improvement.	\$247 776.97 –Early Action for Success
10% improvement of students engaged in leadership opportunities within the school and community.	There has been a 36% improvement of the number of students engaged in leadership opportunities within the school, when compared with 2014 data.	\$1028.00 – Equity
100% of Aboriginal students achieve growth towards individual goals within their Personal Learning Pathways.	95% of students achieved growth towards individual goals within their personal learning pathways.	\$26 951 .94 – Aboriginal Background Funding \$3525.15 – Norta Norta

Next Steps

- Professional Learning for teachers to improve the implementation of all components of the school's learning culture statement, with a focus on providing quality feedback to students;
- Engage the whole staff in enhanced data collection, tracking systems and analysis practices to enhance our focus on impact and drive evidenced based teaching and learning programs to support enhanced teaching and learning outcomes;
- Review and modify the school's reporting model in collaboration with the school community;
- Implementation of the updated core curriculum, providing ongoing professional learning and support to ensure a rich and comprehensive curriculum understanding & implementation with a whole school focus on the teaching of writing;
- Continue to implement Early Action for Success K–2, with a focus on training staff in L3, mentoring teachers in the teaching of writing, and implementing enhanced personalised learning programs for targeted students;
- Implement more effective, consistent and strengthened student leadership programs;
- Continue to implement differentiated professional learning in the use of technology within teaching and learning programs, provide engaging learning opportunities for students to strengthen skills in ICT, and ensure quality systems and practices are in place to support the use of technology throughout the school;
- Strengthen Tier 2 practices within the whole school's Positive Behaviour for Learning systems; and
- Enhanced practices in personalised learning for Aboriginal students.

Strategic Direction 2

Community: Engaged, supported and connected whole school community.

Purpose

Working cohesively and having a sense of pride is integral to the success of developing the whole child. Contributions of the whole school community are highly respected and valued.

Overall summary of progress

The continued implementation of the Skoolbag App and the launch of the school's Facebook page as communication and promotion tools were highly successful strategies to support communication about school programs and events. The Seesaw App was successfully launched this year. This tool enables parents/carers to share in their child's learning in the classroom and supports enhanced communication and involvement of parents regarding their child's learning at school. This initiative was well received by parents/carers who trialled it during Term 4.

The school conducted a series of successful workshops to support and up-skill parents/caregivers and community members. Focus topics for these workshops included growth mindset, literacy, numeracy, preparing for the National Disability Insurance Scheme (NDIS), and preparing parents to work as helpers within classrooms.

During 2016 the school engaged with community groups/organisations, to implement programs with a focus on supporting the social and emotional wellbeing of students. These organisations implemented seven key programs with our students, with many students benefiting from the programs implemented.

A Whole School Self-evaluation strategy was also implemented throughout 2016, featuring ongoing collaborative strategic planning processes involving staff, students and the wider school community. The school continued to survey/consult staff, students and parents throughout the year to evaluate the success of school planning initiatives, ongoing programs and practices, and school satisfaction. One key feature of this process was a successful celebration evening with the school community to acknowledge the achievements of the school.

A detailed review of school practices using the School Excellence Framework was conducted, and provided the basis for key improvement strategies in the areas of Learning, Teaching and Leading to support school planning processes. Additionally, the school continued to utilise data gained during a 2015 situational analysis review to support a focus on continued school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in the number of parents/carers involved in workshops to support student learning & 10% increase in the number of students supported through programs supported by community organisations.	In 2016, 97 parents were involved in workshops to support student learning, a significant increase from 0 in 2014. Over the last two years, there has been an average increase of 459 instances of students being supported through programs supported by community organisations; a significant increase on 2014 data of 191 instances.	\$0 <i>Funded by external providers</i>
90% of parents/carers and community are satisfied with effectiveness of communication between school and parents/community.	In an end of year survey, 87% of parents/carers and community members agreed or strongly agreed that they are satisfied with the effectiveness of communication with school and home which is on target to support achievement of this improvement measure.	\$352.00 – RAM
10% increase in parent/carers participation in surveys and focus groups (from 50% 2014).	Over the last two years, there has been an average of 109 instances of parent/carer participation in surveys and focus groups; an increase on 2014 data of 86 instances which is showing growth towards achievement of this improvement measure.	\$0

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% improvement in the number of parents/carers participating in discussions with staff regarding student progress.	In 2016, 336 instances of parents engaging in discussions with staff regarding student progress occurred; an improvement on 2014 data of 166 instances. This demonstrates successful achievement of this improvement measure.	\$3100.00 RAM

Next Steps

- Continue to implement the Seesaw App with a focus on increased promotion to support parent participation;
- Continued enhancement of the school website to support communication between the school and community;
- Continue to utilise Facebook and the Skoolbag App to communicate key messages and celebrate and share school successes;
- Implement further workshops based on parent interests and needs in order to build knowledge and skills to support their child's education;
- Continue to engage with community groups/organisations to provide additional support programs/initiatives for students and parents, to support enhanced teaching and learning outcomes for students;
- Establish processes to increase parent and student participation in reporting processes; and
- Continue with rigorous school planning and evaluation processes with an explicit focus on targeted elements within the School Excellence Framework.

Strategic Direction 3

Leading: Highly effective educators who are passionate, dynamic, committed and innovative.

Purpose

Educators must be equipped with the skills necessary to empower and inspire all students to reach their full potential. They must lead learning through purposeful, engaging, differentiated teaching and learning practices.

Overall summary of progress

Claymore Public School continued to implement a dynamic and innovative professional learning model, providing high quality, differentiated professional learning to enhance teaching, learning and leadership practices, with a commitment to improving students' results in literacy and numeracy.

To support this model, four deputy principals continued 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. Regular opportunities were provided for teachers to engage with their coach/mentor through the process of professional dialogue, analysis of data and reflections on teaching practice. In addition the school strategically implemented team based professional learning opportunities, including whole school professional learning sessions, and planning days. A focus of the school's professional learning model was to provide support for teachers to achieve growth against individual goals within their professional learning plans. The school's implementation of a flexible timetable to release teachers to work with a mentor was a key strategy to support this process.

The school participated in an 'Action Learning for Innovation' project along with other schools in the Ultimo School Area. Participation in this project led to the implementation of a Beginning Teacher Support Group which provided weekly professional development and support in areas of need for new scheme teachers. In addition, During Term 4, beginning teachers were aligned with a self selected mentor, which supported further opportunity for teacher development and growth.

Significant professional learning was provided to all staff in the area of Growth Mindset, and as a result, these principles are now reflected in our school's learning culture statement. Staff P-6 are focused on promoting a growth mindset with all students to improve engagement and success.

Additionally, throughout 2016 professional learning has occurred in a variety of areas including L3, technology implementation, assessment, Plotting Literacy And Numeracy (PLAN), English, Mathematics, History, Geography, and a variety of evidence based strategies that support improved educational outcomes.

Collaborative networking was a continued area of focus in 2016, with an aim for teachers to increase their participation in formal networks across South West Sydney. The executive team participated in a 'Learning Hub' network with other executive teams from schools within the Campbelltown area. This leadership initiative supported improved connections between the schools and provided schools with opportunities to impact on the careers of pre-service teachers through its connection with the University of Western Sydney. This initiative also provided an opportunity for executive staff to share strategies with other schools with an aim to work collaboratively in the future. Our assistant principals and aspiring leaders continued their association with SWELL, a local Assistant Principal Network, and our Support Class teachers benefited from participation in a Campbelltown Network of Support Class teachers who met each term to share knowledge and skills around supporting students with special needs.

Claymore PS was proud to share our school's achievements during a visit by the Premier's Implementation Team and by Mr Murat Dizdar (Executive Director). This visit was a wonderful celebration of the school's success in implementing high quality leadership practices that have resulted in outstanding educational improvements benefiting the students, staff and community of Claymore PS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff achieving personalised learning goals or growth towards these goals within their Professional Learning Plans.	100% of staff have achieved goals or growth towards these goals within their professional learning plans.	Equity funding – \$436 827.57 Professional Learning allocation – \$16634.80

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff achieving personalised learning goals or growth towards these goals within their Professional Learning Plans.	100% of staff have achieved goals or growth towards these goals within their professional learning plans.	Literacy and Numeracy allocation – \$14586.03 Global– Professional Learning \$4098.03 Beginning Teacher Funding – \$9338.32 Early Action for Success – \$247 776.97
An improvement in the areas of 'Effective Classroom Practice' and 'Data Skills and Use' to the level of sustaining and growing, as measured by the School Excellence Framework self–assessment tool.	The school has made improvement in the element of 'Effective Classroom Practice' progressing from 'Delivering' to achieving some indicators within 'Sustaining and Growing'. While progress has been made in the element of 'Data Skills and Use' we are still working towards achievement of the 'Sustaining and Growing' indicators.	Teacher Professional Learning funds – see above
20% increase of staff involved in collegial networks beyond the school.	In 2016, 30 staff members were involved in collegial networks beyond the school, compared with 4 in 2014. This improvement measure is being achieved.	\$1600 – Professional Learning Allocation
90% of staff satisfied or highly satisfied with the school culture (10% increase from 2014).	In 2016, 92% of staff indicated that they are satisfied or highly satisfied with the school culture as indicated in an end of year survey. This improvement measure is being achieved.	\$0

Next Steps

- Continuation of the employment of instructional leaders, supporting the implementation of the school's professional learning model for all teachers;
- A continued implementation of the school's professional learning model, ensuring that all staff are involved in individual and team professional learning, coaching/mentoring sessions to support teachers to enhance their teaching pedagogy to ultimately improve student outcomes;
- Differentiated professional learning opportunities will continue to be provided for staff, supporting teachers' achievements of the professional learning goals outlined in their Professional Development Plan (PDP) and contributing to the achievement of key directions and goals within the school plan. This process will be supported through the school's subscription to MyPLGoals for each teacher to facilitate improved collaboration between teachers and their mentors;
- Continuation of the Beginning Teacher Support program with a focus on mentoring opportunities utilising the flexible timetable;
- Review of the school's leadership strategy and establishment of a leadership strategy statement based on school capacity building, distributed leadership and organisational best practice;
- Continued involvement in the Action Learning for Innovation initiative with a focus on supporting enhanced teaching and learning practices to improve student outcomes in the area of writing;
- Increased staff support for and participation in collegial networks beyond the school, supporting teachers, aspiring leaders and current leaders in building enhanced pedagogical knowledge and skills;
- Commencement of links with one or more organisations (university, business or industry), to support a partnership aimed at improving educational outcomes for students; and
- Implementation of focused staff well-being strategies to continue to support a positive whole school culture.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal Background Funding was used to employ a School Learning Support Officer (SLSO) – Aboriginal Education to work closely with teachers in classrooms to assist Aboriginal students to reach their potential through the implementation of culturally relevant, quality teaching and learning programs. The SLSO – Aboriginal Education had a positive impact on student outcomes through promoting Aboriginal Education, encouraging and supporting students to achieve PLP goals, and supporting parents and families. She also played a role in home school communication, assisting teachers to ensure that the Aboriginal community was informed and consulted about student learning and progress, excursions, school events, and programs. Another valuable element of her role was in the ongoing running of the Koori Club Fun Room.</p>	<p>\$26 951.94 – Aboriginal Background Funding</p> <p>\$3525.15 – Norta Norta</p>
English language proficiency	<p>The school's English as a Second Language/Dialect (EAL/D) teacher was employed for additional time to implement EAL/D programs to targeted students, resulting in enhanced educational outcomes for these students.</p> <p>Teacher Professional Learning (TPL) on catering for the EALD learner was provided for teaching staff. TPL involved using the ESL scales, EAL/D Progression tool, and strategies to cater for EAL/D students within class programming and assessment. This professional learning built the capacity of staff to more effectively implement and lead EAL/D programs within the school.</p>	<p>\$13 907.02 – English Language Proficiency</p>
Low level adjustment for disability	<p>SLSOs were employed to assist identified students with learning and support needs with a focus on supporting increased levels of student participation, engagement and improved learning outcomes. A targeted student mentoring program was implemented which successfully supported students with their social/emotional needs. SLSOs also worked alongside teachers to support the implementation of Individual Learning Plans (ILPs) that addressed specific student needs in literacy and numeracy. This targeted support resulted in student improvement as evidenced by individual assessments and school data.</p>	<p>\$24 541.26 – Low level adjustment for disability</p>
Socio-economic background	<p>Three Deputy Principals were employed to work as instructional leaders to support the provision of high quality differentiated professional learning, working with individuals and teams, supporting teachers to enhance their teaching pedagogy and leadership capacity to ultimately improve student outcomes.</p> <p>Additional teachers were employed to enable staff to be released to participate in the</p>	<p>\$436 827. 57 – Teacher Professional Learning & Interventionist</p> <p>\$109 359.04 Personalised Learning – SLSO staffing</p> <p>\$129 940.61 –Resources & Learning Spaces</p> <p>\$3407.24 – Student</p>

<p>Socio-economic background</p>	<p>coaching/mentoring program and further professional SLSOs were employed to assist teachers with the implementation of individual learning plans, targeting specific identified needs within individual and small group instruction. A high engagement class was established, catering for the behavioural and social/emotional needs of students.</p> <p>Funding was targeted to support the implementation of a teacher mentor program in technology, building the capacity of teachers to embed a range of technology within learning experiences. Funding was targeted towards upgrading technology, ensuring student access to a variety of platforms catering for 21st Century learners.</p> <p>Significant funding was allocated to all curriculum areas to enhance resources and school learning spaces to more effectively support student needs. Key aspects included: increased resources to support the implementation of quality teaching and learning programs including high quality reading resources for use in classrooms and the library, and the creation of innovative learning spaces catering for diverse social and emotional needs of students whilst supporting 21st Century practices .</p> <p>Funds have been applied to provide student assistance to families who require support for their children to participate in educational programs.</p>	<p>Assistance</p> <p>Total: \$679 534.46</p>
<p>Support for beginning teachers</p>	<p>The school received beginning teacher funding for two teachers in their first year of permanency. Both teachers participated in targeted professional learning with a mentor to achieve goals as outlined in their Performance Development Plan and beginning teacher action plan. Both teachers achieved extensive professional development that was differentiated to support their needs, supporting their professional growth.</p>	<p>\$9338.32 – Beginning Teachers</p>
<p>Early Action for Success</p>	<p>The key feature of this strategy continued to be the appointment of a high quality Instructional Leader (Deputy Principal), to provide hands-on instructional leadership K-2, supporting the implementation of data driven teaching practices in literacy and numeracy.</p> <p>An interventionist role was implemented to provide targeted support in literacy to students at risk of not achieving expected outcomes.</p> <p>SLSOs were also employed to provide targeted support to small groups or individuals who required additional support to meet expected benchmarks in literacy and numeracy.</p> <p>A Speech Therapist was employed two days</p>	<p>\$115 425.85 – Teacher Professional Learning & Interventionist</p> <p>\$406 00.00 – Speech Therapist</p> <p>\$81 000.00 – Personalised Learning</p> <p>\$10 750.11 – Resources</p> <p>Total: \$247 776.97</p>

<p>Early Action for Success</p>	<p>per week, supporting students who required additional support in language acquisition and articulation.</p> <p>All K–2 teachers were provided with extensive and targeted professional learning. This professional learning focused on implementing quality formative assessment practices, utilising data to design quality teaching and assessment practices, and understanding and implementing Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) pedagogy.</p> <p>Funds were also expended to purchase literacy and numeracy resources to support the implementation of quality teaching and learning programs.</p>	<p>\$115 425.85 – Teacher Professional Learning & Interventionist</p> <p>\$406 00.00 – Speech Therapist</p> <p>\$81 000.00 – Personalised Learning</p> <p>\$10 750.11 – Resources</p> <p>Total: \$247 776.97</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	175	156	152	158
Girls	119	116	131	143

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.6	91.6	90.3	91.5
1	93.6	91.1	87.3	92.3
2	91.2	91.8	90.5	90.7
3	93.8	91.3	91.2	92
4	91.3	92.9	90.2	91.9
5	89.6	96.4	90.9	88.1
6	95.5	94	90.4	91.4
All Years	92.6	92.4	90.1	91.1
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

Claymore Public School's attendance rate increased by 1% in 2016, despite the inclusion of included absences for extended leave, previously exempted from the calculated attendance rate. The school's Aboriginal and Torres Strait Islander (ATSI) attendance rate has improved by more than 5% over the past four years, as a result of a focused ATSI attendance strategy implemented by the school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.42
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	0.8
School Administration & Support Staff	9.12
Other Positions	0.4

*Full Time Equivalent

In addition to the school's staffing allocation as above, the school employed additional staff members through targeted funding including: 4 Deputy Principals (3 Assistant Principals completing higher duties), 2 Assistant Principals (1 Classroom Teacher completing higher duties), 6.2 Classroom Teachers (3 backfilling for Deputy Principals), and 5.2 School Learning Support Officers.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Claymore PS has three Aboriginal staff members – one Deputy Principal, one Classroom Teacher and one School Learning Support Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

Professional learning and teacher accreditation

Staff participated in extensive professional learning. Key areas of learning included numeracy, literacy, quality teaching, technology, assessment and reporting, leadership, student welfare, growth mindset and department/school policies. In 2016, the school had thirteen new scheme teachers working towards NSW Education Standards Authority accreditation. The school had seven new scheme teachers maintaining accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	682 321.75
Global funds	243 485.48
Tied funds	904 876.80
School & community sources	30 468.53
Interest	12 806.31
Trust receipts	17 028.26
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	244.95
Excursions	15 613.23
Extracurricular dissections	7 379.87
Library	0.00
Training & development	4 098.83
Tied funds	750 353.78
Short term relief	16 260.07
Administration & office	71 677.44
School-operated canteen	0.00
Utilities	48 922.39
Maintenance	25 217.57
Trust accounts	16 378.60
Capital programs	26 459.07
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	916 372.73
(2a) Appropriation	905 104.43
(2b) Sale of Goods and Services	3 831.17
(2c) Grants and Contributions	7 178.82
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	258.31
Expenses	-365 233.79
Recurrent Expenses	-365 233.79
(3a) Employee Related	-291 477.29
(3b) Operating Expenses	-73 756.50
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	551 138.94
Balance Carried Forward	551 138.94

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 970 852.55
Base Per Capita	17 176.36
Base Location	0.00
Other Base	1 953 676.19
Equity Total	865 351.32
Equity Aboriginal	33 842.15
Equity Socio economic	557 490.77
Equity Language	95 586.16
Equity Disability	178 432.23
Targeted Total	999 337.96
Other Total	244 657.04
Grand Total	4 080 198.86

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.

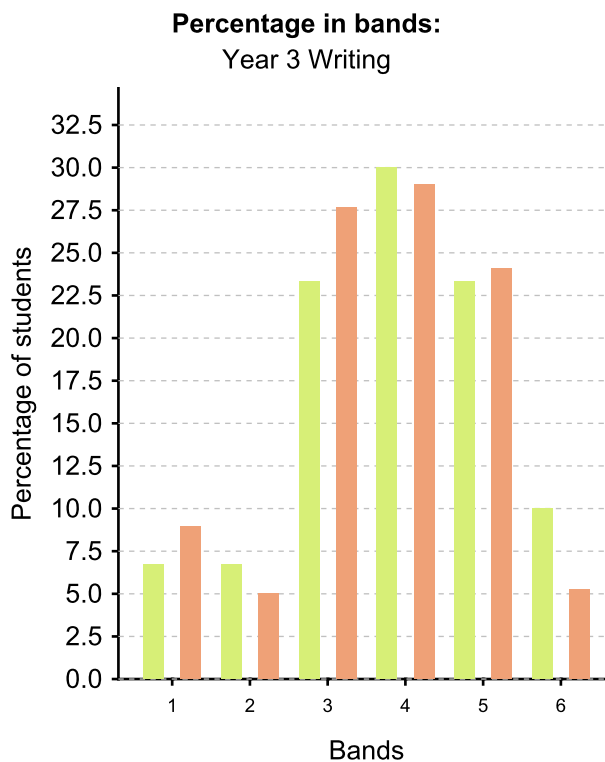
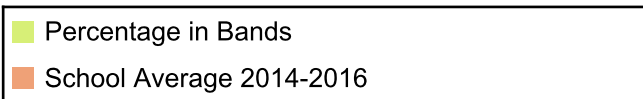
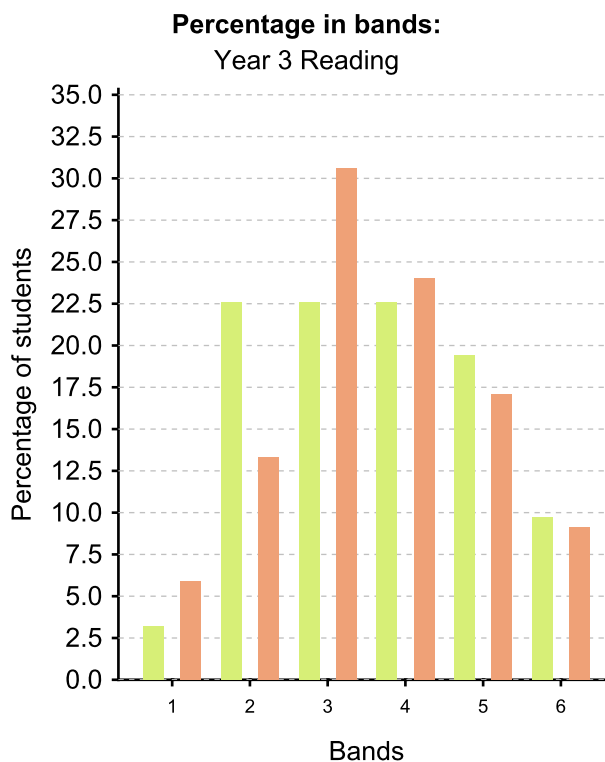
Year 3 NAPLAN results in Reading indicated that 97% of students achieved at or above minimum standard, demonstrating an average improvement of 9% over the past four years. 29% of students achieved proficiency standards in this area, a 2% improvement on the school's 2016 target.

Year 5 NAPLAN results in Reading indicated that 77% of students achieved at or above minimum standard. Although not meeting this year's target, there has been an average improvement of 6.5% over the last four years. 8% of students achieved proficiency standards in this area.

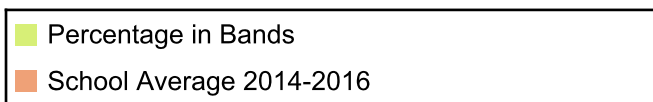
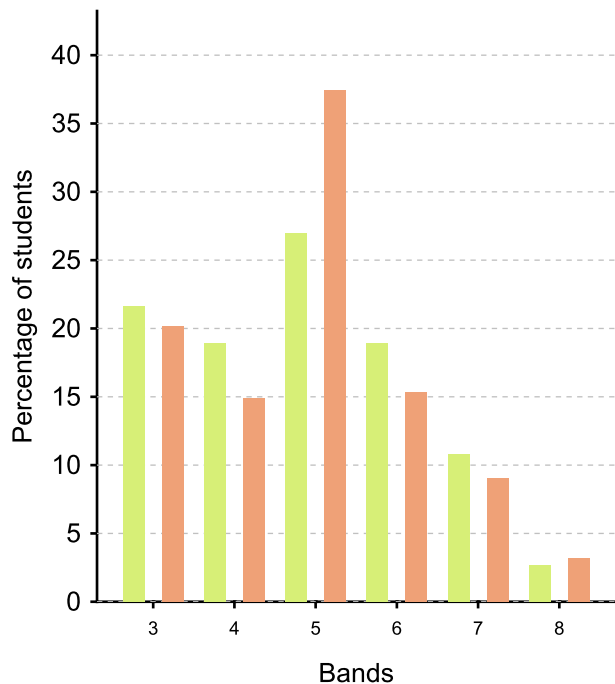
Year 3 NAPLAN results in Writing indicated that 93% of students achieved at or above minimum standard, demonstrating an average improvement of 8% over the past four years. 33% of students achieved proficiency standards in this area, a 7% improvement on the school's 2016 target.

Year 5 NAPLAN results in Writing indicated that 76% of students achieved at or above minimum standard, a 6% improvement on the school's 2016 target. 14% of students achieved proficiency standards in this area, a

1% improvement on the school's 2016 target.



**Percentage in bands:
Year 5 Writing**



Year 3 NAPLAN results in numeracy indicated that 86% of students achieved at or above minimum standard, demonstrating an average improvement of 15% over the past four years. 14% of students achieved proficiency standards in this area.

Year 5 NAPLAN results in numeracy indicated that 85% of students achieved at or above minimum standard, demonstrating an average improvement of 8% over the past four years. 5% of students achieved proficiency standards in this area.

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 in the Find a School and select Go to access the school data.

In accordance with the Premier's priorities: Improving education results, school's are required to report on their students' performance in the top two NAPLAN bands in Reading and Numeracy. In the area of Reading 29% of students in Year 3 and 8% of students in Year 5 achieved results in the top two bands. In the area of Numeracy 14% of students in Year 3 and 5% of students in Year 5 achieved results in the top two bands.

Another reporting requirement from the State priorities: Better services—Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students (10 or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two NAPLAN bands. Claymore Public School did not

have 10 or more students in the Year 3 or Year 5 cohort in 2016.

Parent/caregiver, student, teacher satisfaction

In 2016, the school used surveys and focus groups to seek the opinions of parents/carers, students and teachers about the school.

Staff survey comments were generally positive, with 92% of staff satisfied or highly satisfied with the school culture, and 94% indicating that they felt that the school's current whole school culture supports staff well-being. 97% of staff members indicated that whole school communication systems are effective in supporting the operation of the school, and 93% felt that interpersonal communication among staff members is respectful and professional, and aligned to the guiding principles of the school.

Another positive feature that was noted by staff was the current teacher professional learning model, with 72% of teachers indicating that it has been highly supportive in developing their practice, compared with only 34% in 2015. Suggested areas for development included a focus on assessment practices, and a focus on professional development and resources to support the use of technology within teaching and learning programs.

91% of parents who completed surveys stated that they are either satisfied or highly satisfied with the school's performance, and the same percentage agreed that the school is connected to its community and welcomes parental involvement. 94% of parents agreed or strongly agreed that the school maintains a focus on literacy and numeracy, and 92% of parents indicated that they felt that the school has good access to computers and strong technology programs and resources.

Parent comments were overwhelmingly positive with welfare strategies, staff support and care, and a safe welcoming school environment being most notably appreciated. A number of parents commented positively on the school's ability to support students with special needs including in the school's early intervention, support and mainstream classes. An area for development was homework and home reading, with a review implemented, and an updated Homework Policy scheduled for the start of 2017.

Student surveys and focus groups indicated that students were overwhelmingly satisfied with their school indicating that they appreciated the teachers and were happy with the school environment, particularly the recent playground improvements. 81% of students indicated a high sense of belonging at school. 80% of students surveyed stated that their personalised learning goals helped them with their learning, and 100% of students in focus groups indicated that their teacher uses learning intentions and success criteria in the classroom to support teaching programs. 90% of students indicated that they value the

opportunities to participate in sport that the school provides. The areas for development noted by students were improvements to technology, particularly improved internet connection and more laptops, and improved feedback from teachers regarding their learning. They also indicated that they would like to see some changes with the implementation of the school's visual and performing arts groups.

Policy requirements

Aboriginal education

During 2016 Aboriginal education was implemented using a whole school approach and continues to be an integral part of school curriculum and culture. We are committed to improving outcomes for Aboriginal and Torres Strait Islander (ATSI) students, whilst developing understandings of culture and history for all.

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

In 2016 forty–nine students identified as being Aboriginal, and each of these students was supported through the school's Personalised Learning Pathway (PLP) process. All parents and carers of ATSI students were invited to meet with class teachers to develop personal learning goals and areas for enrichment. These meetings took place during a successful PLP Planning Afternoon, which incorporated indigenous games and Koori Club activities.

Culturally significant events, including Reconciliation and NAIDOC Week were observed throughout the year. NAIDOC Week was celebrated with a whole school assembly featuring class items and a performance by the school's Aboriginal Dance Group. Our school hosted a community barbeque welcoming students and families from Blairmount Public School to strengthen community partnerships. The two schools also combined in a highly successful SistaSpeak program aimed at raising the self–esteem of participants, and encouraging them to make positive choices about school, careers and their future lifestyle.

Aboriginal students were represented by four Junior AECG Representatives, who were elected by the student body. These students had an important leadership role, taking on responsibilities each week at Koori Club, as well as during special events and celebrations. They were also called upon to represent the wider student body with event planning and to help teachers with ideas and suggestions to support Aboriginal Education initiatives.

Our Koori Club Fun Room continued to be a valuable resource, hosting twice weekly Koori Club activities incorporating Junior AECG meetings. During the year a number of students attended targeted excursions including Heatbeat, which introduces young indigenous students to university life whilst learning about health and fitness. Our Aboriginal Dance Group, led by our school's School Learning Support Officer (SLSO) –

Aboriginal Education, performed both traditional and contemporary dances at a number of school events both at Claymore Public School and at other local schools.

The school's partnership with the Tharawal Aboriginal Corporation was once again a vital link for Claymore families. Our Preschool staff continued to communicate with staff from the Tharawal Aboriginal Preschool to support the transition to school for Aboriginal students and their families. Through its association with Waranwarin Tharawal Child and Family Centre the school hosted The Deadly Homework Club for ATSI students from Kindergarten to Year 6 who required additional support in numeracy and literacy.

Multicultural and anti-racism education

Claymore Public School reflects Australia's diverse multicultural society, and consistently fosters a spirit of inclusiveness where diversity is valued and celebrated.

Within classrooms, regular opportunities were provided for our students to share aspects of their culture with members of the school community, supporting increased understanding and celebration of multiculturalism within our school and society as a whole.

The whole school community celebrated our Multicultural Day with a celebration of cultures through dance, song and other performances from Aboriginal, Samoan and Cook Island dance groups, islander drummers, and a special performance from our boys with the Haka. Our community joined in with many parents, children and staff members proudly wearing national costumes on this day. The day featured an assembly followed by a community lunch with community members sharing food from many different cultures including Aboriginal Australia, Tonga, Samoa, Fijian Indian, the Middle East and New Zealand Moari.

Claymore Public School continually works to enhance communication and engagement by our parents and community members of culturally and linguistically diverse backgrounds, with our students playing a key role in supporting this goal.

This year the school designed new procedures for managing racism, inline with the school's Positive Behaviour for Learning (PBL) systems and processes. The school's Anti–Racism Contact Officers (ARCOs) played a key role in supporting the design of these procedures, ensuring that current key requirements were included. During Term 4, an evaluation of current systems to support anti–racism practices was conducted with recommendations made for improvements in 2017. These recommendations included the addition of anti–racism lessons to the schedule of whole school weekly social skills lessons in conjunction with the school's PBL strategies, and the need for the school's ARCOs to be active in the promotion and implementation of school procedures, and strategies to support intercultural understandings and anti–racism.