

# Clairgate Public School

## Annual Report



2016



4527

## Introduction

The Annual Report for **2016** is provided to the community of **Clairgate 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.

Michelle Lawrow

Principal

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### Message from the Principal

Clairgate Public School is an outstanding school in which to work. We are a very caring, friendly and happy school with an involved parent body and a supportive community. Our banner motto "Care Excellence Innovation Opportunity" is reflected in our wonderful achievements this year and our students and community endorse this sentiment wholeheartedly. We have a strong commitment to public education and its ability to provide equity, fairness and inclusiveness.

The school provides quality teaching and learning programs and a range of activities designed to maximise student learning and develop in student's the values of resilience, respect, responsibility, integrity and care.

Our school enables students to develop the skills and knowledge needed to live and work in a rapidly changing world. Our quality programs provide a sound basis for students in the basic skills and also in the broader transferable skills associated with higher order thinking, deep understanding, critical thinking, team work and the latest technology.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

Clairgate Public School is a vibrant and innovative learning community that is committed to delivering excellence within a caring, rich and diverse learning environment.

Every student at Clairgate has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

Clairgate – Care, Excellence, Innovation, Opportunity

### School context

Clairgate Public School has an innovative and caring environment where individuals are given the opportunity to maximise their potential. There are approximately 400 students, of which approximately 27% are from non-English speaking backgrounds. Slightly less than 4% of the students are from Aboriginal or Torres Strait Islander backgrounds.

The teaching staff encompasses a range of experience levels. All are dedicated and caring professionals who accept the need for teachers to also be learners.

The school has excellent ICT resources and a strong program to utilise them. Clairgate is an extremely well resourced school with a particular focus on ICT software.

We have an outstanding Sports Program at Clairgate enabling many students to compete at District, Regional and State level in different fields. We also excel in Creative and Performing Arts particularly in the area of Dance. The school buildings and grounds provide a pleasant environment. All areas are air conditioned and have Interactive Whiteboards. We also have two large covered outdoor areas and 2 Outdoor Learning Areas utilised for curriculum activities including environment and art. The school hall is equipped with sophisticated sound and lighting systems.

# 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.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive.

The school actively collects and uses information to support students' successful transitions.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

The school achieves value-added results.

Students are at or above national minimum standards on external performance measures.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Teachers are actively engaged in planning their own professional development to improve their performance.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

The school solicits and addresses feedback on school performance.

Staff are committed to, and can articulate the purpose of each strategic direction in the school plan.

Monitoring, evaluation and review processes are embedded and undertaken routinely.

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

On balance, Clairgate Public School is working at the Delivering or Sustaining and Growing level of the School Excellence Framework in Learning, Teaching and Leading.

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

### Quality Teaching and Leadership

#### Purpose

At Clairgate we will provide Quality Teaching and Leadership programs that enable students to be literate, numerate, critical and creative thinkers. We will create a culture in which every staff member is engaged in on-going, relevant and evidence-based learning to ensure they create an optimum learning experience for both themselves and all students.

#### Overall summary of progress

The Teaching and Leading Team instigated a common goal in writing across the school for every student at Clairgate. The goal was supported through Professional Development at whole school and at Stage level through analyzing and practicing assessing student's writing by examining specific writing criteria. At the end of the 2016 80% of students demonstrated growth in school based assessments. NAPLAN data for 2016 revealed that 40% of students in Year 3 and 8% of students in Year 5 are working at proficiency level in Writing. In Numeracy, Year 3 had 17% of students achieving proficiency level, while 10% of students achieved proficiency in Year 5.

At Clairgate every student is given a similar writing task and their texts are then 'graded' in writing according to three specific writing criteria. In K-2 teams the writing samples were based on regular classroom writing tasks while in Years 3-6 used a common writing stimulus. Kindergarten used developmental criteria while Year 1 and Year 2 focused on sentence structure, punctuation and spelling. In Years 3-6 the criteria were sentence structure, vocabulary and spelling. To ensure consistency of marking across all Stages, the K-2 teaching team compared students' texts and the number of marks awarded for each criteria. A similar meeting was also conducted by all Year 3-6 teachers using annotated examples from the NAPLAN marking guides. All teachers expressed an interest in continuing this practice in 2017 because of the constructive discussions and greater confidence gained in sharing ideas, assessing and planning writing.

Teaching and Learning programs are submitted to Assistant Principals every term. Observation of these programs demonstrated a consistent approach to programming using our current K-10 syllabuses which embed the Australian curriculum. Programs reflected collaboration across subject area and teaching and learning activities are showing differentiation, particularly in Mathematics and English.

Teachers now must submit three goals to work towards each year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students demonstrate growth in school based assessments in Writing;	80% of students demonstrated growth in school based assessments.	RAM funding
45% of students in Year 3 and 20% of students in Year 5 are working at proficiency levels in Writing;	Only partially achieved - continue Writing focus in 2017.	
18% of students in Year 3 and Year 5 are working at proficiency level in Mathematics;	14% of students in Year 3 and Year 5 achieved at Proficiency levels in Mathematics - NAPLAN.	
Staff making consistent judgements about student achievement and performance through use of stage developed criteria eg matrices;	All students complete a writing assessment task based on three specific NAPLAN criteria. Results to be used for school data in achievement of whole school writing goal.	QTSS - AP mentoring teachers
All teaching and learning programs across the school reflect appropriate strategies to implement 21st century planning and to differentiate the curriculum using reasonable adjustments	Teaching and Learning programs are submitted to Assistant Principals every term. Observation of these programs demonstrated a consistent approach to programming using our current K-10 syllabuses which embed the Australian curriculum. Programs reflected collaboration across subject	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
and extensions.	area and teaching and learning activities are showing differentiation, particularly in Mathematics and English	

## Next Steps

We will continue the Writing focus across the school. Specific Training and development sessions for each teacher are organised each week in Writing Criteria Assessment Training. This will inform teacher's practice when teaching the skills of Writing.

### Leadership

- Staff Professional Development Plans will continue to reflect staff needs and specific goals.
- All non teaching staff will develop Professional learning Plans this year.

In 2017 the teaching and leading team have set another annual goal to support effective teaching strategies to support and improve student's writing achievement which will lead to even greater student improvement in the future.



## Strategic Direction 2

### Quality Engagement and Well-Being

#### Purpose

At Clairgate we will work across the school to embed a positive culture and set of values based around being safe, respectful learners. We will develop in students the capacity to be socially responsible and caring, whilst fully engaging our parent and school community.

#### Overall summary of progress

The Strategic Direction of Quality Engagement and Well-being was again very successful in most areas.

Quality Engagement and Well-Being was separated into five main focus areas to help implement, monitor and reflect on the purpose we had set for the second year phase of the School Plan.

Our team's achievements are addressed in these focus areas so as to support and provide evidence towards achieving measures for our school community.

One of the plans for our team was to develop in the students an intrinsic motivation and pride in social and learning achievements.

This was achieved in part by a **Focus Area of PBL**.

One way this was achieved was by the use of two aligned reward systems to lead to a higher level of achievement in merits for academic and classroom attitude. The development of a two tiered proactive tracking of merit and behaviour was formed. The Celebrations Of Behaviour covers classroom and playground issues, while Celebrations Of Merit is a structured approach to motivate students to do their own personal best. 95.5% of children achieved the highest level of Platinum Celebration of Merit award and privilege activity with the very small amount of 4.5% achieving the third highest level of Gold. 100% of children achieved the third highest playground level of Gold. There were no children on Bronze and Silver levels. Many children were recognised as they achieved higher levels in the Celebration of Merit Awards at school assemblies.

A new idea that also embraced the ideals of PBL in 2016 was the team's focus on restructuring academic school assemblies. In an ever-changing world of children with sensory needs, the assemblies were redesigned and realigned to K-2 and 3-6 assemblies to allow the children to be taught how to conduct themselves in a more formal setting with their sensory needs being able to be catered for. Many experts agree that "... Being able to successfully participate in school assemblies allows students to be more active members of their school community..."

Additional adjustments were also made in Term Four to add to the highly structured playground group supported by Friendship Group Peer Leaders and our wonderful SLSOs. The provision of more play ideas were introduced to the playground, including a Music area and the beginnings of designing a sensory playground for 2017.

A further focus that particularly supported this goal was named the **Thinking Focus**.

Its main aim was to continue to heighten engagement. This was achieved by the continuing implementation of the Clairgate WOW (Ways Of Working) program and WOWEE (Ways Of Working Engagement and Enrichment) programs. Critical thinking, public speaking and debating were features of this program.

The extension WOWEEE voluntary program allowed for an intrinsic love of learning to be catered for and acknowledged. The program had children working towards developing independent higher order thinking skills and more critical ways of thinking as they learn and present information. The idea of WOWEE was that an open ended task would be set for an extracurricular project appropriate to their stage of learning. Over 18% (68 children) of the school population took part in this.

Additional Critical Thinking Target Groups were formed with children identified as having higher order thinking ability. These groups successfully participated in hosting the Clairgate STEPS Book Forum and were involved in Debaters Workshops, Leadership and Author/Illustrator days across the Learning Community.

The STEPS Book Forum was a wonderful success. It was Clairgate's year to host the event and the Forum was extremely successful. The whole school demonstrated engagement with the school text and amazing art and sculpture was produced. The steering committee created a wonderful environment to host the event in the school hall

and library. The children involved were extremely impressive. They worked at a high level of comprehension and analysis when exploring the books in a small study group and represented themselves and the school well at the hosted event. All STEPs schools demonstrated a high level of interest, commitment and engagement with this Learning Community Project.

This team's Welfare Focus was to support, track and individually monitor students with additional needs that require reasonable adjustments through the development and maintenance of student welfare programs and plans.

This was achieved by the implementation of **Focus Area of Welfare**.

These included the ongoing K-6 student program SMILE – Student Management In Learning Environments-based on Peer Support. This year the SMILE program was based on optimism and the activities were aligned to this ideal.

In smaller group focuses, many interventions were put in place for varied needs.

Bridging The Gap, (BTG) an independent, not for profit, community organisation implemented groups to work with children who were a little anxious, needed a boost to their confidence and needed to build strategies to deal with problems and/or their emotions. This ran as a small group this year but was discontinued, unfortunately, due to the poor health of the external facilitator.

Intervention Groups continued this year for a term on Wednesday. Three groups were to transition the little pre-schoolers with Autism to Kindy 2017, the additional needs Kindys 2016 to Year 1, 2017 and to cater for children with anxiety in Years 3 and Year 4.

A highly qualified teacher, with an in-depth knowledge of children with special needs, taught the Kindy and Year 1 small groups of identified children. The students, in both these groups, were involved in structured sensory and developmental play activities which were designed to build on their group interaction skills. The students also had the opportunity to develop strategies to allow them to transition to the next stage of their educational journey.

A second amazing educator, trained in Circle Time, modified these techniques to create confidence building activities to help calm anxieties and provide strategies with change. Circle Time is a teaching strategy which allows the teacher to explore issues of concern. Also, it allows children to explore and address issues which concern them. It provides a structured mechanism for solving problems, in which all participants have an equal footing. Both programs were highly successful.

"Friendship Group" was continued across all terms. This involved giving students the opportunity to practise social skills needed for interactions in the classroom and the playground. The organisation was that older students were trained as a group of student mentors to work 1:1 with much younger students. Kindergarten students would receive 1:1 practice of social skills such as speaking/listening and turn taking with these children as mentors. This program was supported by teacher organisation as a trainer and extended with SLSO support.

External liaisons were also supported. Speech pathology was provided by AASS for children with Autism for a semester by Robyn Eldridge which allowed for improvement in the individual child's progress and provided teacher with valuable, in class support and training and development.

Dialogue with Breakthrough/Early Intervention at Penrith, Relationships Australia and The Trauma Centre at Ryde also added to supporting the children with emotional needs. Referrals were sent regarding children who needed help reacting to attachment and issues surrounding the death of a parent.

The goal of the development and maintenance of student welfare programs and plans was achieved at a more administrative level by the implementation of **Focus Area of SENTRAL**.

These systems had to design SENTRAL software to meet the needs of Clairgate students and staff and include:

- Tracking of Celebrations of Behaviour and Celebrations of Merit
- Behaviour in classroom and playground
- LaST Meeting minutes
- All Support Plans- Clairgate Learning Plans (IEPs), Matrixes, Health Plans, OOHC plans, PLPs and their reviews
- Welfare meeting/ calls/interview communication tracking
- The support information flagging adjustments for the NDDS
- STAR kids- Students at Risk identifications



All this was continued and reviewed with staff using it as an asset to build each child's profile.

The final goal the Strategic Team worked towards was that all students have access to and participate in Aboriginal education to develop self-awareness and build positive relationships within the school and Aboriginal community. This was achieved by the **Focus Area of Aboriginal Connections**.

The whole school community continued to build cultural understanding and connections by having Aboriginal Perspectives embedded into their curricula and the class educational programs.

The indigenous children were also involved with the Koori Connection group which was facilitated by Aunty Tracie Harris for a semester. Significant investigation of clan locations, totems, language development, music and art and crafts were explored in this weekly coming together of children. A particular highlight was a food festival organised by the facilitator and the Ross family to allow the children to taste some Aboriginal Tucker.

Additional support for academic/social progress was also undertaken using Norta/Norta funding and budgeted money to support the children. An SLSO was employed to support the children's learning and to work on the pathways for the children in 2016.

Further information about all Aboriginal programs can be found later in the report - under policy requirements.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students to continue to develop intrinsic motivation and pride in social and learning achievements. Student welfare system data to reflect majority 90% plus achievement of reward levels.	Very successful systems implemented - over 98% of student's achieved expected levels - these achievements celebrated at special assemblies - continue in 2017.  Significant decline in negative classroom behavior incidents. Drop in playground incidents. Calmer playground evident according to staff on duty.	RAM funding DP
Continue to track and individually monitor students with additional needs that require reasonable adjustments, through the development and maintenance of student welfare programs and plans. Building of student profiles by using Teaching for Inclusion and feedback recorded by SLSOs.	LaST Team weekly meeting to monitor students with additional needs and support students with programs, SLSO, ARFs and outside agencies where applicable. Harvesting information using SENTRAL and NCCD Database for children with additional needs to best formulate classes for 2017. ID STAR KIDS- SD Training of all staff to use tracking systems for students with additional needs for 2017. SDD Accessing NGO to assist student needs	RAM funding SLSOs (teacher Aides supporting children with extra needs)
All students have access to and participate in Aboriginal education to develop self-awareness and build positive relationships within the school and Aboriginal community.	Doors Project with STEPS schools very successful. All students have participated in Aboriginal education programs.	Funding grant  RAM Aboriginal funding
Increased exposure and involvement to differentiated learning through specialist programs highlighting higher order thinking.	Review SENTRAL system to monitor behaviour. Kindergarten Autism Intervention Program Transition Focus for Kindy 2016 Stage Two Transition Program for children with anxiety- Emma Time- based on Circle Time Student Transition Program to 2017 LaST Team weekly meeting to monitor students with additional needs and support students with programs, SLSO, ARFs and outside agencies where applicable. Harvesting information using SENTRAL and NCCD Database for children with additional needs to best formulate classes for 2017. ID STAR KIDS- SD Training of all staff to use tracking systems for students with additional needs for 2017. SDD Accessing NGO to assist student needs	RAM - DP funding

## Next Steps

The future directions for the Quality Engagement and Well-being strategic team will continue to use the five main focus area tools to help to implement, monitor and reflect the School Plan.

Therefore, the next steps will be addressed in these areas as will the adjustments that we have made as a result of reflection and self-assessment by the team and stakeholders.

**PBL Focus-** Within this focus area, there will be a continuation of the successful Celebrations of Behavior and Celebrations of Merit System and the monitoring of achievement data. Our main future direction for 2017 is to continue to support the redesign of school assemblies to best meet the needs of the students at an age appropriate level. This will involve a K-2 and 3-6 assembly that will allow children to develop understandings of formal event behavior and cater for the children who have additional sensory needs.

**Thinking Focus-** Within this focus area, all 2016 programs will be continued. Our main future directions will be the extension of the WOWEE program across all terms and the introduction of small study groups working on WOWEE wix and weebly websites to extend critical thinking. This group will work with the Acting Deputy Principal. The additional Critical Thinking Target Groups were formed with children identified as having higher order thinking ability and will continue in extracurricular opportunities such as Clairgate STEPS Book Forum, Debating and DebatersWorkshops, Leadership Days etc across the Learning Community.

**Welfare Focus-** This focus area will continue the strong programs of support that we have at Clairgate.

**SENTRAL Focus-** The strong SENTRAL focus area will continue to be tracked, added to and updated. The future directions will include the input of School Learning Support Officers contributing to an individual child's profile and the training and development of Teaching For Inclusion student profiles being used to support plans for additional needs students.

A major and visible project the team are undertaking in 2017 is the sensory playground. This will be placed in the back COLA area and will be a place where children can interact with others using movement to meet their sensory needs.

**Aboriginal Focus –** This final focus area will continue to develop by the embedding of indigenous education in Clairgate educational programs which will continue to develop understandings by including aboriginal perspectives and the celebration of NAIDOC Day.

Future directions will include the supporting of targeted Aboriginal children through Koori Connection and with time through Aboriginal funding.

## Strategic Direction 3

### Quality Learning and Opportunities

#### Purpose

At Clairgate we will provide quality learning experiences for all students and staff. These experiences will focus on quality opportunities to ensure continuing development of the “whole child”. Students and staff will be supported to be creative and productive users of technology for the 21st Century.

#### Overall summary of progress

The Learning and Opportunities Strategic Team have worked towards improving communication with the school community to enhance information dissemination and students learning.

After various technical issues with the old school website, it was decided that the DEC supported School Website was to be implemented in 2016. This has provided our school with a variety of communication avenues and has enhanced community relationships. The website is continually being developed, maintained and updated by a member of staff to maintain high levels of communication between students, staff and the community. The website includes things such as the School Newsletter, notes, homework and other important announcements. The level of engagement with the school website has been registered as increasing throughout the year by website activity reports sent to the school each week.

The team also began the first steps in the implementation of Wi-Fi through the school. After discussions with DEC and the Principal regarding equipment requirements and budget, the first phase for the implementation of Wireless Access Points began in Term 4, 2016. It was decided that Wi-Fi would be available to the Stage 3 and Year 4 classes in the initial set up with other areas of the school planned for the future. Wi-Fi will enable new educational practices to emerge because access to the internet is no longer restricted to the computer room or even classroom but can now provide unlimited access anytime, anywhere.

Throughout 2016, we have been continuously looking to improve the numerous extra-curricular opportunities we offer to students to enhance engagement and learning. In technology lessons students have been focusing on Coding. Students in K-3 have been working with the technology teacher using a coding program called Scratch and other online programs. During Term 1, students in Years 4, 5 & 6 had the opportunity to complete an extra course to develop their Coding skills from an outside agency. The P & C were instrumental in ensuring this program went ahead by assisting with funding the coding course which was presented by Scope IT.

Clairgate has continued to offer students access to a range of academic, performance, creative and sporting opportunities to support learning and growth. The team have ensured that the opportunities encompass a diverse range of educational experiences for both students and relevant staff members who nurture and coordinate these activities. Various competitions such as debating, public speaking and spelling bee have given students an opportunity to promote their independent learning into wider community outside their own school community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students in Years 4-6 develop their coding skills.	Students in Years 4,5 and 6 participated in Coding lessons with Scope It Education.	P&C \$9000 Technology \$9000
Build students e-learning capacity for 21st Century learning through increasing wireless network capability.	Only partial completion - to continue in 2017.	\$5000
Every student will have access to a range of academic, performance, creative and sporting opportunities to support learning and growth.	Continue offering extra curricular opportunities - 2 dance groups, drama, 2 choir groups, PSSA winter sports and many sports opportunities offered.	Teacher time

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A functional website developed that meets the needs of all students, staff and the community.	Website is finished - parents using this as required.	Technology

## Next Steps

The future directions for Quality Learning and Opportunities Strategic Team will be to ensure the 3 year plan remains on track to provide high quality education outcomes for our students. We will continue to focus on technology and extending Wi-Fi access around the school. A major focus for 2016 is updating and maintaining school iPads and then identifying and distributing resources and facilitating training that best addresses student learning needs.

In order to continue to improve communication with the wider community, the school website will be monitored and maintained regularly. We will look at increasing the content on the website by covering many of our key learning areas and extra-curricular activities and achievements.

We will endeavour to continue the implementation of having our students engaged with innovative coding and technology projects to enhance their STEM capabilities and interests. We will look at Scope IT delivering a 3D Printing course for Stage 3 students in 2017. Computer lessons with K-3 will also incorporate coding programs such as Scratch and Code.org and build on knowledge from previous years.

We will be promoting creativity amongst students by presenting 'Art of the Month'. All staff will encourage students to explore their creativity and imagination through skills based visual arts. 'Art of the Month' aims to inspire all students to appreciate all art forms and instil an ongoing enjoyment for visual arts. Student work will be regularly displayed.

We will be implementing an in-depth Sports/PE/Health instruction for all students through one session a week with sports teacher – Tom Blanch.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal Connections Group implemented – murals across the STEPS Schools to show connections.</p> <p>PLPs implemented – all Aboriginal students</p> <p>Koori Connections group successful.</p>	<p>RAM Aboriginal funding \$6 480</p> <p>Norta Norta funding \$2 390</p>
<b>English language proficiency</b>	<p>High impact - Pal Grady working a very structured English Language Program with ESL students.</p>	<p>RAM ESL \$29 844</p> <p>• EALD RAM (\$0.00)</p>
<b>Low level adjustment for disability</b>	<p>Improvements in learning outcomes evident. Support Teachers - Learning ran programs to support student's needs. Student Learning Support Officers working with students with significant behaviour needs very successful - these students' behaviours have improved across the board. Successful strategies used for students with Autism - Positive Partnerships, playground strategies, fidget toys etc - all used successfully to improve outcomes for these students.</p>	<p>Disability funding \$35 585</p> <p>Integrated Funding Support \$28 000</p> <p>Support Teacher funding \$110 000</p> <p>• RAM (\$0.00)</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Executive support - mentoring programs for all teachers - Professional Development Plans completed.</p>	<p>Teacher resource - AP release \$10 000</p> <p>• Socio economic - RAM (\$0.00)</p>
<b>Socio-economic background</b>	<p>Donna Thurling - WOWEE program - Years 4,5,and 6 .Liz Whalen - STEM, Literacy support 1, 2 and 3.</p>	<p>RAM \$94 000</p> <p>• RAM (\$95 000.00)</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Very successful program - Pal Grady working 1 day each week.</p>	<p>Teacher - 1 day per week.</p> <p>• EALD - RAM (\$0.00)</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	214	220	224	226
Girls	187	170	166	177

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	95.4	93.5	91.6
1	94	93.6	93.3	92.7
2	94	93.7	92.9	92.8
3	91.4	94.5	93.7	93.1
4	93.3	94.7	94.3	94.4
5	91.9	94.1	92	93
6	95.4	91.8	93.4	91.2
All Years	93.5	94	93.3	92.7
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	92.6	92.9	92.2	92.2

Clairgate Public School student attendance continues to be slightly above the state average.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration & Support Staff	3.22
Other Positions	0.15

\*Full Time Equivalent

We are fortunate to have an experienced staff who are very willing to take on many extra duties. We currently have 1 Acting Deputy Principal (DP) position and two Assistant Principal (AP) positions at Clairgate. The DP and APs at Clairgate have a significant role as they are second and third in charge to the Principal. They have a busy and extensive role being responsible for supervising a stage of learning, implementing certain areas of the curriculum, monitoring student welfare and assisting in the operational management of the school.

They are competently assisted by 13 classroom teachers who also have many roles beyond their classroom teaching. Some of the activities teachers do beyond their normal duties include; debating, choir, dance groups, sporting teams, excursions, camps, PSSA, sporting carnivals and after school performances.

The teaching staff is supported by experienced specialist teachers in the areas of Support Teacher Learning, Reading Recovery, Teacher Librarian, a Technology Teacher and a School Counsellor.

All of the teaching staff, students and parents are supported by three experienced and dedicated office staff and a part time general assistant. Their roles are varied and extensive and they are vital to the operation of the school.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016 we had no Aboriginal staff at Clairgate.

### Teacher qualifications

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



## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	19
Postgraduate degree	81

## Professional learning and teacher accreditation

All staff participate in Professional Learning throughout the year. This is evidenced in a Professional Learning Booklet and related to their Personal Development Plan and Teacher Accreditation. All teachers are accredited in accordance with the Teacher Accreditation Authority.

In 2016, Clairgate staff participated in the following Professional Learning Activities:

Conceptual Planning – English;

Science – the New Curriculum;

History – the New Curriculum;

Geography - the New Curriculum;

Welfare/Behaviour Management;

Macquarie University Technology activities;

NAPLAN Writing Analysis and Consistency of Teacher Judgement;

Positive Partnerships – Autism;

Literacy – specific and explicit teaching of Literacy;

Numeracy – Working Mathematically and Programming;

Positive Behaviour in Learning;

Quality Teaching & G&T Programs/Leadership/Career Development Courses;

Thinking Skills – Quality Teaching in this area;

Quality Teaching Peer Observations /Assessment– Literacy and Numeracy Financial summary

CPR, Emergency Care, WH&S Training;

School Excellence Framework;

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 27 January to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	430 388
(2a) Appropriation	361 820
(2b) Sale of Goods and Services	37 921
(2c) Grants and Contributions	29 922
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	723
<b>Expenses</b>	-313 261
Recurrent Expenses	-313 261
(3a) Employee Related	-173 164
(3b) Operating Expenses	-140 097
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	117 126
<b>Balance Carried Forward</b>	117 126

This year we used RAM funds to employ an extra teacher to work with students on the WOW program (Ways of Working) and to implement a STEM (Science Technology Engineering Mathematics) program for students in Years 4 to 6. The Clairgate Finance Committee meets each term or as required to meet Financial Policy Requirements.

The majority of the Base Total and Equity Total funding goes on staffing Teachers, Administration Staff and School Learning Support Officers.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 542 803
Base Per Capita	21 019
Base Location	0
Other Base	2 521 784
<b>Equity Total</b>	289 135
Equity Aboriginal	18 870
Equity Socio economic	94 836
Equity Language	29 844
Equity Disability	145 584
<b>Targeted Total</b>	14 449
<b>Other Total</b>	62 257
<b>Grand Total</b>	2 908 647

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

### School-based assessment

#### Sport

2016 was an excellent year for sporting achievements. We had a large number of students gain selection in the various St Marys District and Sydney-West teams. Clairgate continued to participate and succeed in the local St Marys PSSA interschool sport competitions for winter season during Terms 2 & 3. Our summer sport program consisted of in-school mini round robin competitions during Terms 1 & 4. The sports involved included cricket, softball, Oz Tag, T-Ball, netball, soccer, rugby league and AFL. We also entered teams in the NSWPSA state knock-out competitions for netball, soccer as well as boys and girls touch.

We held very successful school carnivals for swimming, cross-country and athletics. From these carnivals, squads were selected to represent Clairgate at the various district, regional and state championships for each of these sports. An outstanding achievement occurred when Clairgate was crowned close runner up at this year's St Marys District Cross-Country Carnival. Another highlight was the selection of Billy Higgins (8Yrs 50m Freestyle) in the Sydney-West team to compete at the NSW State Swimming Championships at Homebush Olympic Park.

Finally, Clairgate's Sportspersons Of The Year were Jerome Evbenaye (Boys) and Holly Fitzpatrick (Girls).

Clairgate's Sydney-West Area representative for 2016 are as follows:

Swimming: Billy Higgins (8yrs Boys 50m Freestyle)

**Clairgate's St Marys District representatives for 2016 are as follows:**

AFL: Harrison Martin, Braeden Courtin, Connor Sharp

Basketball: Connor Sharp, Ebony Knoester

Rugby League: Tyson Brown, Ashton Howatt, Lachlan Bailey-Williamson, Bryson Demanuele

Soccer: Billy Kulmar, Jerome Evbanaye, Leilani Blake, Christina Kavouras

Softball: Connor Sharp, Luke Aguis, Jack Histon, Jodie Borg, Mikayla Borg, Qiyara Young

Touch: Ashton Howatt, Bryson Demanuele, Tayleah Pasili, Ashleigh Becroft

Netball: Jada Taylor, Tayleah Pasili

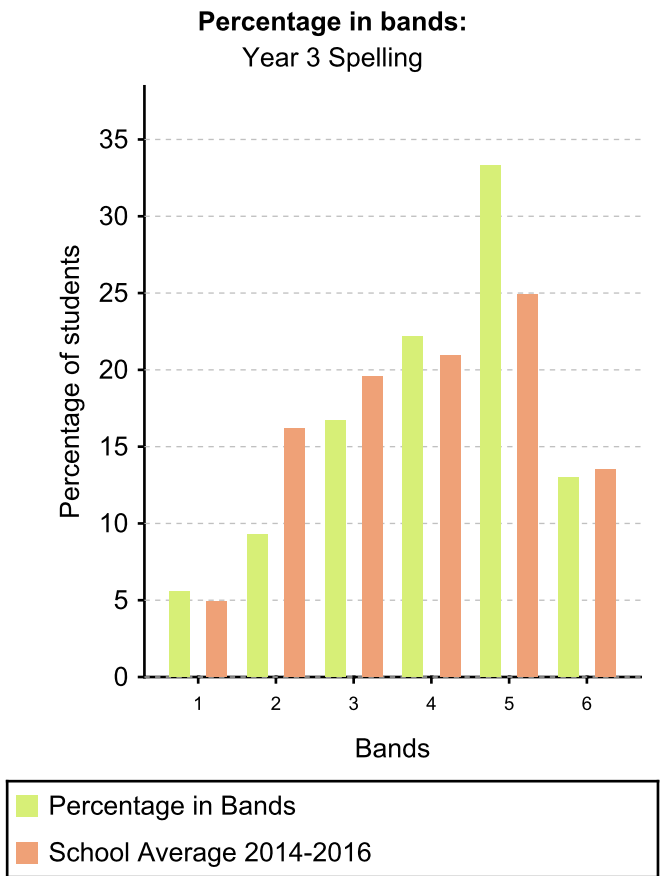
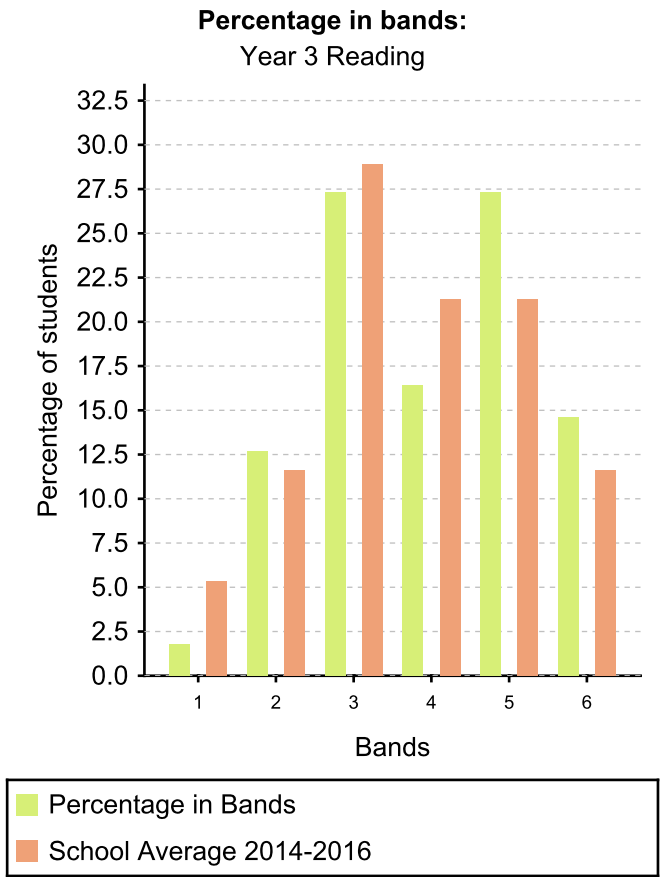
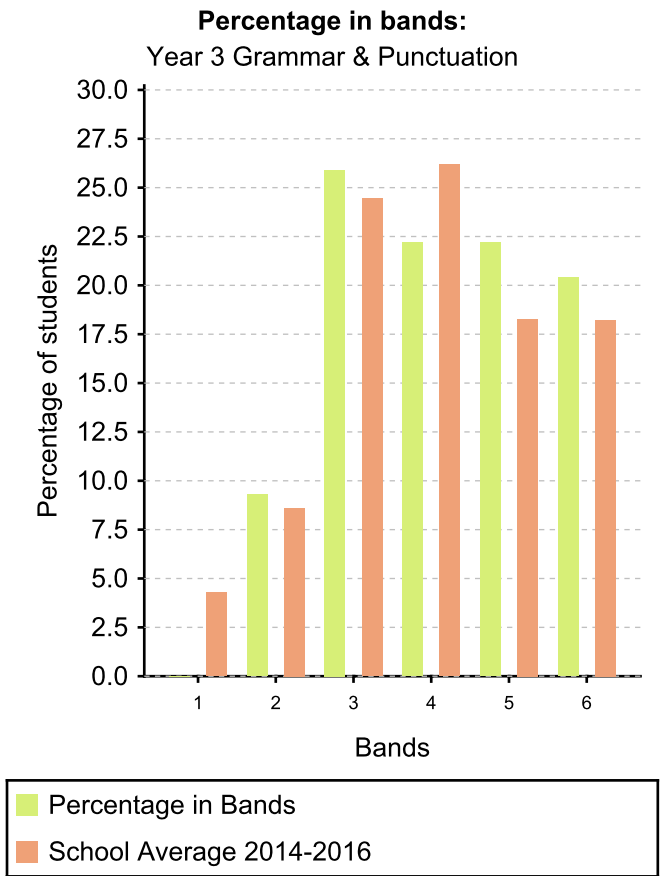
Swimming: James Leo, Alex Myers, Rory Hayes, Jack Histon, Isabel Manning, Billy Higgins, Grace Manning, Christina kavouras, Ashleigh Becroft, Delynda Pilbin, Zachary Heffernan, Tayleah Pasili

Cross Country: Jada Taylor, Jodie Borg, Holly Fitzpatrick, Nic Haber, Bryson Demanuele, Phoenix Harris

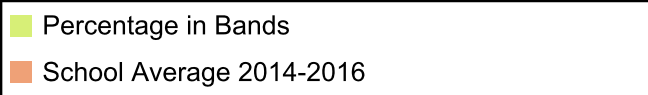
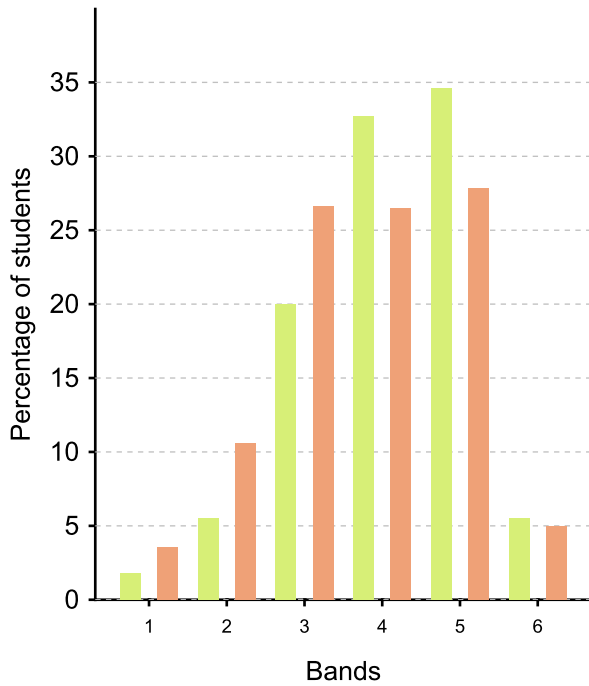
Athletics: Holly Fitzpatrick, dean Cardoso, Adele Jay, Jerome Evbenaye, Christina Kavouras, Jesse Dibou, Hannah Sharp, Ashton Howatt, Tommy Wilson, Connor Sharp, Delynda Pilbin, James Leo

NAPLAN

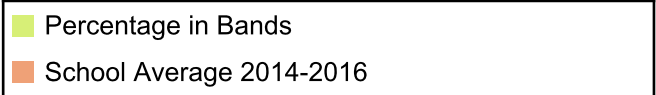
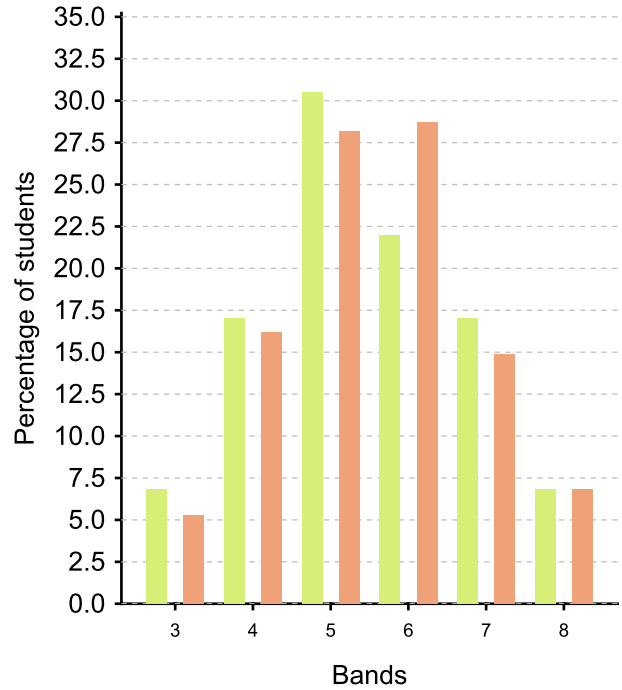
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



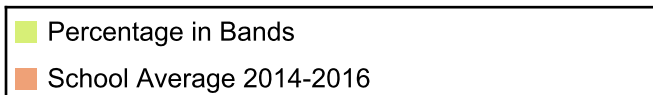
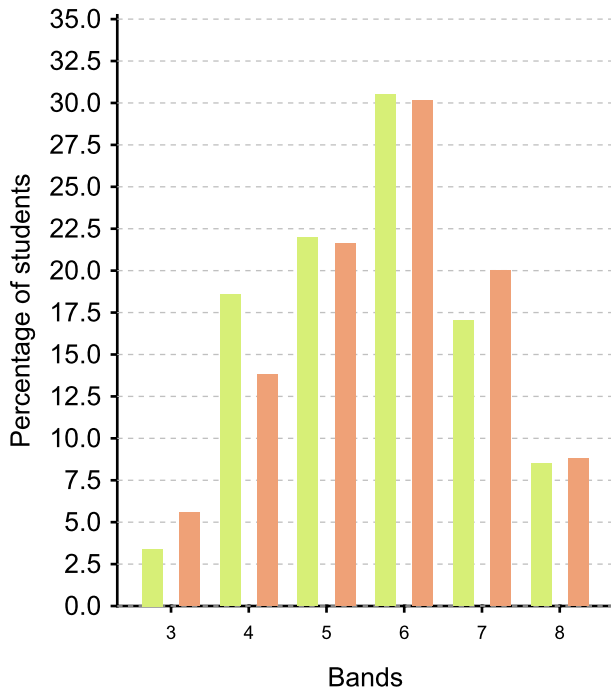
**Percentage in bands:**  
Year 3 Writing



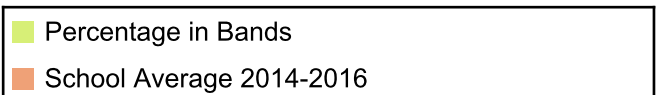
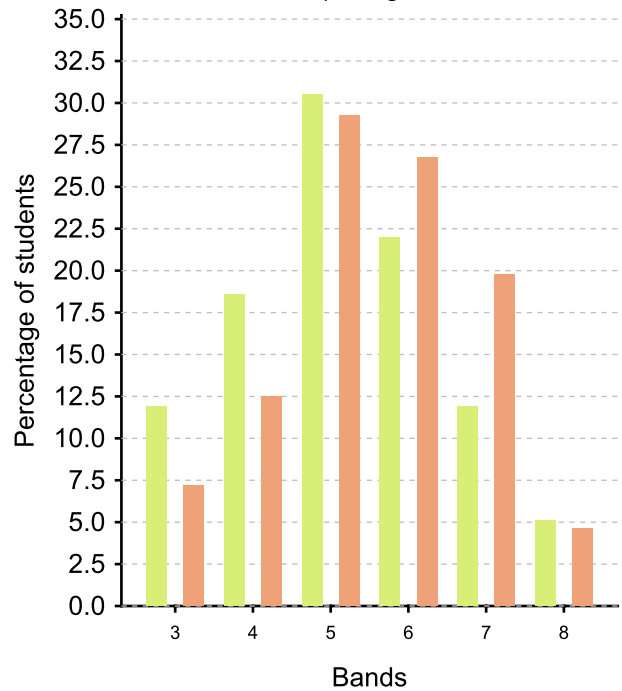
**Percentage in bands:**  
Year 5 Reading



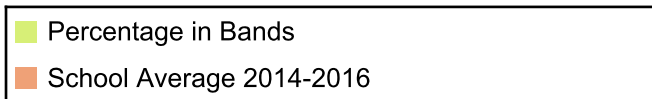
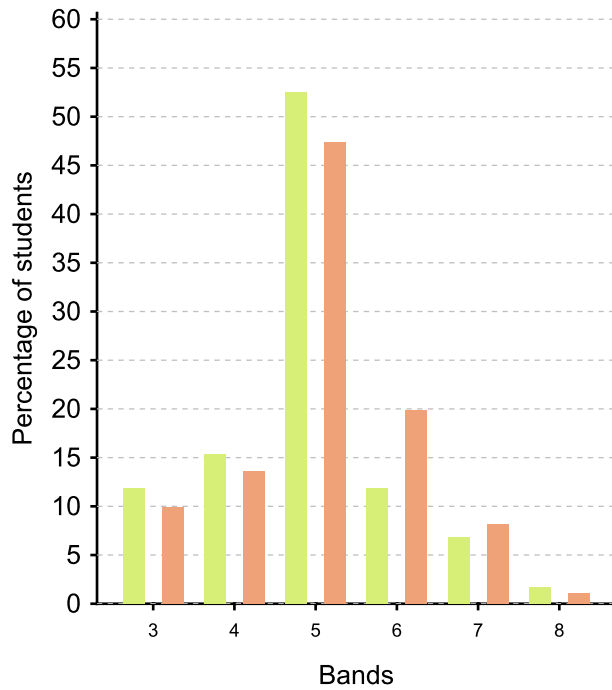
**Percentage in bands:**  
Year 5 Grammar & Punctuation



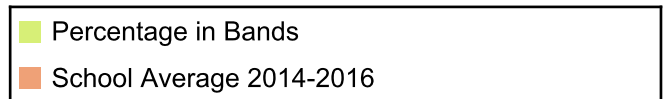
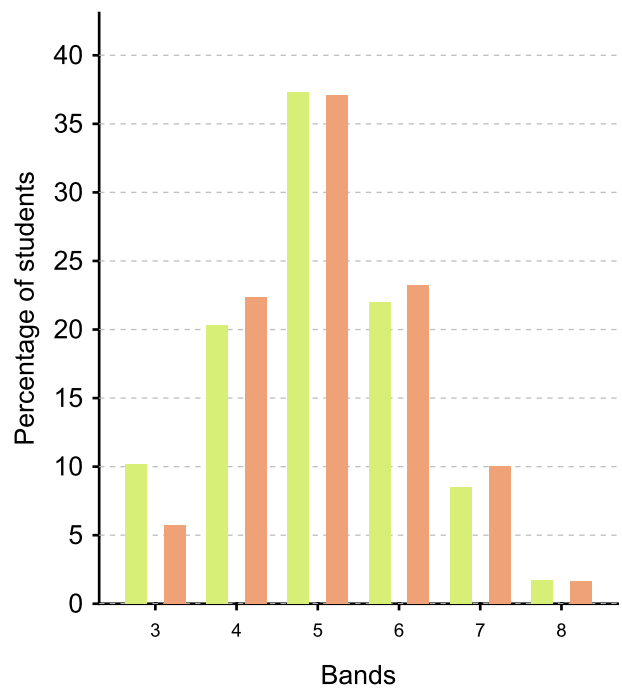
**Percentage in bands:**  
Year 5 Spelling



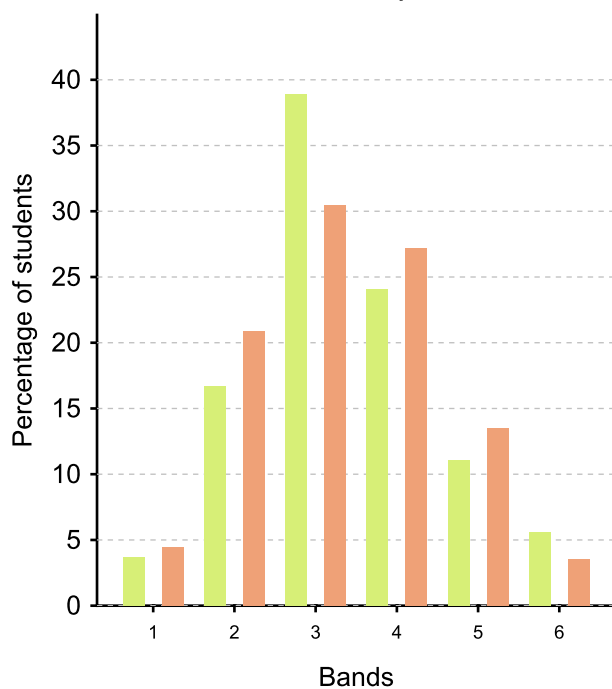
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



## Parent/caregiver, student, teacher satisfaction

### Parent Survey about School Culture - 9% response

- 1 The school knows about the families and community in which it serves - 97% said Almost Always or Usually
  - 2 School leaders have a positive influence on the school - 82% said Almost Always or Usually
  - 3 The school often praises and rewards individuals who are successful - 85% said Almost Always or Usually
  - 4 The students are the school's main concern - 92% said Almost Always or Usually
  - 5 Parents support what is happening at the school - 91% said Almost Always or Usually
  - 6 I am proud of my child's school - 97% said Almost Always or Usually
  - 7 The school encourages new students and their families to be involved in school activities - 94% said Almost Always or Usually
  - 8 The school appreciates having my child as a student - 94% said Almost Always or Usually
  - 9 The school encourages students to achieve their best - 91% said Almost Always or Usually
  - 10 The school encourages everyone to learn - 91% said Almost Always or Usually
  - 11 The school caters for the learning needs of all students - 76% said Almost Always or Usually
  - 12 The school is continually finding ways to improve what it does - 91% said Almost Always or Usually
  - 13 When necessary, the school makes important changes to what it does - 88% said Almost Always or Usually
- One extra comment was the school does not communicate well with parents.

## Policy requirements

### Aboriginal education

The final goal the Strategic Team worked towards was that all students have access to and participate in Aboriginal education to develop self-awareness and build positive relationships within the school and Aboriginal community. This was achieved by the **Focus Area of Aboriginal Connections**.

The whole school community continued to build cultural understanding and connections by having Aboriginal Perspectives embedded into their curricula and the class educational programs.

The indigenous children were also involved with the Koori Connection group which was facilitated by Aunty Tracie Harris for a semester. Significant investigation of clan locations, totems, language development, music and art and crafts were explored in this weekly coming together of children. A particular highlight was a food festival organised by the facilitator and the Ross family to allow the children to taste some Aboriginal Tucker.

Additional support for academic/social progress was also undertaken using Norta/Norta funding and budgeted money to support the children. An SLISO was employed to support the children's learning and to work on the pathways for the children in 2016.

Clairgate continued to organise the STEPping Up Together Program across the STEPs community. This program was developed to focus and continue to promote and maintain strong, respectful and productive partnerships with students, staff, parents and our local Aboriginal communities. It was designed to promote excellence in Aboriginal Education, support Reconciliation and highlight school partnerships across our STEPS Learning Community.

The STEPping Up Together day involved the local community of schools hosting an Aboriginal Education focused workshop at every STEPS primary school and feeder high schools. (7 in total). Aboriginal children, along with a non-Aboriginal friend, from all schools, combined in a school based workshop, at a host school, with a passionate teacher who guided their learning on the day. The learning experiences were all designed to embed and promote Aboriginal Education and Reconciliation. It was a hugely successful day with all stakeholders participating with very positive feedback.

Clairgate was also successful with securing a grant from Educational Services Macquarie Park to be used for a DOORs project across the STEPs Learning Community. The aim of this Linkages project was that schools would work with an Aboriginal Elder and community to create a story unique to our cluster of schools and heighten the learning community's ability to reconnect and engage with the Dharug people of this area. The creation of a visual and artistic project that will be represented, as a part of a whole display, across all schools was a final product of this work.

This program was redesigned and revised a little, due to administrative restraints, but continued to be a huge success connecting the 7 schools under the generous co-lead of Erskine Park High School who introduced the project to the talents of the 2015 NAIDOC Artist of the Year, Daren Dunn. Outstanding Indigenous art was created to reflect the totems of the children involved and created on Doors that were presented as a mural at a significant ceremony at Clairgate, but that will be hung in each school linking the experiences of the artists and the unity of the



STEPS schools. The doors won't be hanging on any hinges in the schools, but were symbolic of a cultural awakening, according to Erskine Park High School principal Leiza Lewis... "It's about opening the student's understanding of their own culture, and expressing it through this art," she said.

### Multicultural and anti-racism education

The school continues to incorporate multicultural education by including a multicultural perspective in units of work for all students and coordinating multicultural activities with arts, crafts and support from parent groups. We celebrated Harmony Day this year with posters and a Mufti Day.

This year we taught anti-racism lessons across the school. Classes were involved in discussions and making posters about racism and why we must all be caring and tolerant towards all.

### Other school programs

#### Junior Choir - Kaylah Bartlett

During Junior Choir for 2016, students from Kindergarten to Year 2 at Clairgate Public School participated in a variety of different performances. They learned three songs this year, two of which we performed for many audiences. First, *Love is Easy* by McFly, a fun, pop song that the children really enjoyed performing to. Second, *So Long Farewell* from the musical *The Sound of Music*, which the children were familiar with and enjoyed singing. Finally, the children began to learn the song *Winnie the Pooh* from the popular children's series, however we weren't able to perform this song for an audience.

This year Junior Choir represented our school at the Westfield Mount Druitt Shopping Centre for Education Week. They also performed at our school's Open Day, where parents were able to sit and watch them perform. We also performed twice during our school's annual concert Clairgate on Parade, and were the closing item for one of the evening performances. Finally, and most recently, we performed at our Kindergarten Open Day for 2017, showcasing the incredible hard work and dedication of these students to prospective parents for next year.

It has been a pleasure to teach Junior Choir, and I am incredibly proud of the children and how far they have come in their confidence and performance ability.

#### Junior and Senior Dance Group - Ana Paulic Donna Thurling

This year's Junior Dance consisted of 35 students from grades Kindergarten to Year 3. Their dance was inspired by the music "Sea Cruise". The Junior Dance Group performed this fun holiday piece at Mt Druitt Westfield for Education Week and successfully

auditioned for the Nepean Blue Mountains Dance Festival which was held at the Joan Sutherland Centre in Penrith.

The Senior Dance Group is made up of dedicated and talented boys and girls from Years 4 to 6. This year the students performed an amazing array of tunes from the famous movie, "The Wizard of Oz" and all its main characters were represented. The Senior Dance group successfully auditioned for the Public Education Concert held at Rooty Hill RSL during Education Week where they received high praise from the many dignitaries in attendance. They also performed at the Nepean Blue Mountains Dance Festival at the Joan Sutherland Centre in Penrith.

The dedicated dance group members have rehearsed during their lunch times. They have attended more frequent rehearsals closer to performance times and have committed personal time to perform outside of normal school hours in the evenings. They have worked hard throughout the year to polish their routines, developing their dance skills and building their confidence in performing. The dance groups have provided many wonderful opportunities to these students, developing their ability to work collaboratively with their peers and to have fun as part of a team. Both groups also performed for the school community at Clairgate On Parade.

#### Visual Arts - Ana Paulic

During the year the children at Clairgate Public School had opportunities to participate in external art competitions.

#### Tanya Davies MP - Christmas Card Competition

Each year, Tanya Davies approaches local schools to invite students to be part of the competition. All interested students submitted Christmas-themed artworks, competing to be the winning entry featured as Tanya Davies' Christmas card that is sent out right across our community. Clairgate Public School has been very successful in years past and this year was no different.

Year 6 student, Jada Taylor won Most Creative artwork for her inventive depiction of a Kangaroo with beautifully decorated antlers. The image is set against a vivid depiction of the Australian outback - featuring a gum tree with presents beneath it and the Southern Cross visible in the sunset. Jada was presented with a framed certificate and a gift voucher for Toys R Us from Tanya Davies personally at our Presentation Assembly.

This is a wonderful way to share the work of Clairgate's talented students with our community.

#### Operation Art

Operation Art is an initiative of The Children's Hospital at Westmead in association with the Department of Education and Communities. Children's artworks are selected for inclusion in an extensive collection to stimulate the healing and recovery process from all around NSW.

It has also been an opportunity to showcase the standard of excellence of visual arts K-6 in our school. Four students' art works were selected and submitted. Congratulations to Jemma Benson in 5/6A, Ebony Knoester in 5/6G, Aliyah Murray in 1B and Lauren Bennett in 2C whose artworks looked fantastic.

## **Technology - Ana Paulic**

Technology for learning at Clairgate Public School continued to develop and strengthen during 2016. Throughout the school, there was a strong focus on developing 21st century learner skills that cater for the new curriculums, creating professional learning opportunities for staff and updating the infrastructure and resources within the school.

We have used the DEC's Technology for Learning (T4L) roll out allocation to purchase 6 desktop computers, 2 Windows notebooks and 6 Wireless Access Points. Computers are constantly being reassigned for student use, with older hardware being retired.

Ensuring that the schools networking infrastructure can cater for the increased access to portable devices such as iPads has been an important part of the decision to start planning for Wi-Fi around the school. We have purchased six wireless access points that will provide Wi-Fi to F Block (which includes all Stage 3 and Year 4 classes). We hope to extend Wi-Fi access to other parts of the school in the near future.

We are continuously looking to improve what we offer to students in terms of technology lessons to enhance engagement and learning. During our computer classes an area that the students have been focusing on has been coding. Students in K-3 have been working with Miss Paulic using a coding program called Scratch and other online programs. During Terms 1 and 2, students in Years 4, 5 & 6 had the opportunity to complete an extra course in Coding from an outside agency. We would like to thank the P&C for assisting with funding the coding course which was presented by Scope IT.

The aim for next year is to update iPads across the school to insure they are functioning on the latest Apple operating system. With growing access to technology devices and all the advantages of connectivity that it has, we endeavour to review staff usage of applications for the classroom to ensure we are distributing resources that best address student learning needs. This will be ongoing in 2017.

Communication with our school community has been a focus this year. To facilitate communication links with the wider school community, the school website has been reviewed and changes have been made to the management of the site. The new school website is DEC supported, updated regularly and adjusted to suit the school and community needs. We have continued to use a school app. This app enables smartphone/android phone access to calendar events, newsletters, push alerts and emergency notifications.