

Clergate Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Clergate Public School as an account of the school's operations and achievements throughout the year.

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

Natalie Philpott

Principal

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Message from the Principal

At Clergate Public School our students, teachers, support staff and parents work together to create a nurturing, well-rounded learning environment. It is with great pleasure that I provide the community of Clergate Public School the Annual report for 2017. As a school community, we are proud of the many and varied successes our students and staff have had the opportunity to be a part of this year.

We've had another productive year at Clergate Public School, with students taking part in many wonderful educational activities, excursions and incursions, sporting events and performances. The students have embraced our values program and strive to be respectful, responsible achievers. Our active SRC and student leadership groups have also been a highlight for 2017.

While our children strive to work towards our motto 'Our Best Always', wonderful staff are behind them all the way, noticing the special talents and individual strengths. Clergate Public School staff are deeply invested in finding and nurturing the immense potential inside each student, so that they are equipped to explore the possibilities that lie ahead of them. I feel privileged to lead such dedicated teaching, support and administration staff who work extremely hard to provide programs and experiences for each of our students. They delight in celebrating student achievements and often go 'above and beyond' to prioritise students first.

Our teachers have had a very big year of learning too. At Clergate, we embrace life-long learning and always reflect on our practice seeking to improve and deliver the best quality education, through researched best practice such as L3, (Language Literacy and Learning), TEN (targeting Early Numeracy), Focus on Reading and evidence based practices.

I would like to thank our parent volunteers for their outstanding contribution to our school in many different capacities. In particular I would like to thank our amazing P&C and those who have contributed by volunteering time or donations for particular events. You have now enabled us to upgrade the play equipment area and provide much needed storage for new laptops. Thank you for your tireless efforts to improve outcomes and facilities for our students.

Throughout the year we have consulted with students, staff and parents regarding our next phase in school planning and gained valuable feedback which will be included in the new 2018–2020 whole school plan. Education is a partnership and our students are at the very centre of our thinking at all times.

Natalie Philpott

Message from the school community

On behalf of the P&C I would like to say a huge thank you to all of our wonderful families at Clergate. Without all of the

help and support we would not be able to run such a successful P&C. We have again had a very busy year and the P&C have held quite a few fundraising events and activities. We have such a wonderful school community who are always willing to help, either volunteering their time, sponsoring events, buying multiple pies or donating items. Every little bit of help counts.

This year we have held a Welcome Back BBQ night, Mother's and Father's Day stalls, an Easter Egg hunt, BBQ lunches, morning teas, Sausage sizzles, cake stalls, pie drives and a cookie dough fundraiser. We also held a fantastic trivia night, which without the support of lots of school family businesses we would never have had such an amazing result. The trivia night raised more than \$4000 and was a lot of fun. We would love to hold another one next year and encourage everyone to come along. And to end the year we will be hosting an end of year party.

We have continued to fundraise to upgrade the playground but have also contributed to the purchase of the laptop charging trolley and the books for presentation night. Together we have raised more than \$7000.

On behalf of the P&C I would like to thank all of the staff at Clergate for their continued dedication to our children's education and for everything that they do for our kids every single day. Our children are very lucky to have such caring and amazing people supporting them in everything that they do.

I would also like to thank this year's P&C Executive. Thank you to Michelle, Nigel, Naomi and Danielle. They have all put in a lot of effort this year and their continued dedication to the school and support they have shown me, is greatly appreciated.

We are looking forward to a fantastic 2018 and encourage all families to get involved with the P&C as much as they possibly can. We hold meetings once a month and are always accepting of new members and always on the lookout for volunteers.

Alex McLean

P & C President

Message from the students

Teachers, parents, and special guests,

It is a little difficult standing here tonight, knowing that this is the final part of our time here in primary school. Clergate has been a dynamic place to grow up and learn, and make friends. We know that high school will be a wonderful new experience and that you have prepared us in the best possible way.

Our time at Clergate has been a plethora of new and different experiences, and as we reflect on them now, we can smile at all the opportunities we have been given. Many of us started our journey here with Mrs Cloete in Transition and recall fond memories of meeting our friends and playing together on that first day, 8 years ago. Lachlan joined us at the end of Year 3. Georgia and Lili joined us in Year 4 and they all soon became part of our Clergate family, as have their sisters, brothers and families.

Some of the experiences we have enjoyed the most, are school excursions, especially the flying fox at 'The Great Aussie Bush Camp' and our trip to the snow last year, water fights on the last day, robotics lessons, extra help when we have needed it, and always having the sense that everyone here cared about us and would chat with us each morning about how we were going.

We feel that growing up in a small school has allowed us to develop as leaders and take on roles that might not have been available to us in a bigger school. We look forward to the opportunities high school will bring and the exciting new experiences we will have, but won't forget how we belonged at Clergate Public School.

Thankyou to everyone.

Year 6, 2017

School background

School vision statement

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

School context

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

This year, staff at Clergate Public School, have discussed the School Excellence Framework and its implications for monitoring and validating work. Time was allocated at staff meetings to examine our school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed and needs to be addressed further. Staff reflected on the progress being made across the school, based on the expectations identified in the Framework. This provided an important overview to ensure our improvement measures align with these high-level expectations.

In the domain of Learning, our efforts have primarily focused on learning culture, assessment and reporting. The strong performance of the school, in creating a positive and productive learning culture amongst staff and students, has been a feature of our efforts and has been a strategic focus we continue to value highly. The fundamental importance of assessment and reporting is having consistent, school-wide practices for assessment and reporting, that monitor, plan and report on student learning across the curriculum. The results have been evident in the way that teachers are relating to the needs of their students and, importantly, in the increased engagement of students in learning. Attention to individual learning needs through the implementation of 'Data Days' to determine target areas and support growth in progressions through the literacy and numeracy continuums was another component of our progress throughout the year.

Our major focus in the domain of Teaching has been on data skills and use as well as collaborative practice for staff members. An important opportunity has been provided to staff members in relation to building consistency of judgment through working across stage groups within the learning community. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through the use of a 5-weekly data collection cycle, reflections and feedback, and the development of expertise in vital literacy and numeracy programs such as Focus On Reading, L3 (Language, Literacy and Learning) and TEN (Targeting Early Numeracy) all highlight a teaching culture that is moving student learning to a new level. Staff are developing and working towards a whole school culture of using assessment, feedback and evidence-based practice to inform their teaching and learning.

In the domain of Leading, our priorities have been to progress leadership, school planning implementation and reporting. The effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the learning community and providing teaching staff the opportunity to lead and mentor. This approach recognizes that leadership development is central to the achievement of school

excellence and is not confined to the principal role, with teachers working beyond their specific classrooms, to contribute to, and lead school and learning community programs. With the planning aspect, the school and its partner schools developed and implemented a range of measures to evaluate the effectiveness of programs as well as undertaking analysis of learning data on a regular basis.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

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

Purpose

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

Overall summary of progress

During 2017 Clergate Public School undertook a variety of activities to support progress towards this strategic direction. These activities included:

- A whole school approach to the collection and analysis of internal and external learning data
- Implementation of a new student report template
- Professional learning for staff on feedback and high expectations which was then implemented into the classroom, with a focus on learning intentions, success criteria and feedback
- Implementation of five weekly data collection which is recorded on the central database and linked to the literacy and numeracy learning continuums.
- Analysis of NAPLAN results, planning processes and strategies to address identified areas for improvement
- Staff collaborated with colleagues from small schools in our local network to share planning and work samples and assess students work, using consistent teacher judgment for differentiation purposes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased growth in Literacy and Numeracy as evidenced in numbers of students in proficiency bands in NAPLAN.	\$6446	No students below the national benchmark in Year 3 and in all areas of Year 5 except numeracy. No students moving in to Year 7 from Clergate Public School were below the national benchmark. Percentages of students achieving proficiency the top 2 bands reported for NAPLAN testing, greater than or equal the state percentage were in Year 3 spelling, numeracy and Year 5 reading. School assessment data demonstrates that all students K–6 had shown growth in the literacy and numeracy continuums using PLAN data. Class teachers using the literacy and numeracy continuums to inform students' learning progress.
75% increase in staff effectively using assessment data to inform goals for improvement and to track ongoing progress.	Funds linked to Quality Teaching Successful Students	Whole school approach to the Implementation of five weekly data collection which is recorded on a central system and was linked to the literacy and numeracy learning continuums.

Next Steps

What are the next steps required for 2018?

- Professional learning for all staff in the new Literacy and Numeracy Progressions.
- Staff Professional learning in the Seven Steps to Writing Success – writing program.
- Develop Personalised Learning Pathways for every student.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

During 2017 Clergate Public School undertook a variety of activities to support progress towards this strategic direction. These activities included:

- Staff were released to work collaboratively across K–2 to enhance the introduction of the TEN and L3 programs
- Supported two staff members to undertake training in the evidence based L3 Literacy program
- Implementation of “Data Day” for all staff to work collegially, share work samples and plot students on literacy and numeracy continuums.
- Staff undertook training in the Focus on Reading Program to support students 3 to 6.
- Realignment of staff performance development plans to ensure alignment with school priorities and against the Australian Professional Teaching Standards.
- All tasks that were required to ensure the effective implementation of the new finance and student management system, including training for the School Administrative Manager and principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have personal learning plans developed using a structured process..	\$10100	Teachers showed improved capacity to independently engage with the annual cycle of the Professional Development processes, with growth against Australian Professional Standards for Teachers evident for all teachers. Targeted professional learning in alignment with school plan priorities and professional learning needs.
100% of staff collaborated with peers to develop and share pedagogical practices that raised student outcomes.		Teacher respondents to 'Tell Them From Me Teacher survey indicated increasing collaborative planning and positive engagement in peer observation and feedback processes by all teachers to improve practice.
All staff gained or maintained accreditation		All staff required to maintain accreditation did so in 2017 All staff using their PDP to connect to the school priorities Has been a growth in the standard of evidence provided and through the collective discussions involved in the process. Training for the principal, SAM and SAO in the new departmental finance and student management programs was a major commitment this year.

Next Steps

Professional Development in Visible Learning commencing in 2018 and continuing for a three year cycle.

Whilst this strategy will not be one of the directions in the next school plan, the school will continue the implementation of the required processes including the new budgeting tool, student management system and enhancements being added to the current system.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

During 2017 Clergate Public School undertook a variety of activities to support progress towards this strategic direction. These activities included:

- A new Community of Schools partnership was formed to link a group of schools together for planning, programming, sporting, creative arts and cultural activities in the future.
- Staff Professional Learning was completed in KidsMatter component 3 (out of 4) whole school wellbeing initiative.
- The Values Program, High Five program, Leadership Groupings and SRC were refined, further embedded and strengthened.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased % of students, staff and parents meaningfully connecting with student wellbeing programs in the school.		97% of students in Years 4, 5 and 6 indicated in the 2017 'Tell Them From Me' Student Survey 2 that they are trying hard to succeed in learning (9% increase from Survey 1). 89% of student respondents indicated in the 2017 'Tell Them From Me' Student Survey 2 that they had positive behaviours (6% above NSW norms).
Learning partnerships established increasing student involvement and success in school and the wider community.	\$450 TPL	Every staff member including teaching, SASS, SLSO staff was involved in collaboration across our Community of Schools regarding consultation around 2018–2020 new school plan.

Next Steps

- Further professional development to complete component four of the KidsMatter framework.
- Alignment of KidsMatter with the new National Education Initiative – Wellbeing Strategy
- Students involved in wellbeing initiatives such as Kids Matter, supporting students to manage their emotions, develop strategies against bullying and promote resilience and responsibilities.
- Leadership programs to be developed for senior students across our Community of Schools group.
- Revise KidsMatter progress to date and revitalise the Action Team with new members for staff and community.
- Review Bounce Back Program at the completion of 2018.
- Continue 'Tell Them From Me' surveys and combine all Community of Schools into one survey cohort.
- Strengthen relationships with our Community of Schools to provide sporting, creative and practical arts and cultural opportunities in 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1800	<p>Systems in place to devise and monitor personalised learning plans that address personal, academic and social goals for identifying students.</p> <p>Targeted supports, accommodations, differentiated teaching and learning and tailored interventions identified and implemented.</p> <p>Identifying students made measureable progress across the literacy and numeracy continuums.</p>
Low level adjustment for disability	\$6382.00	<p>Student Learning Support Officer (SLSO) employed 5 days per week to enhance Learning Support processes, assessment and monitoring processes, program design and review, teacher mentoring and delivery of targeted professional learning.</p> <p>Learning Support Teacher also implement tailored literacy and numeracy support programs, as detailed in Individual Education Plans and personalised learning plans.</p>
Quality Teaching, Successful Students (QTSS)	\$17907.00	<p>Quality teaching, Successful student funding was utilised to support classroom observation across the school and to allow a teacher mentoring process for beginning teachers.</p> <p>Opportunities were created for information sharing and additional resources. Time was allocated for staff to collaborate in the areas of data analysis and teaching and learning.</p>
Socio-economic background	\$20655.00	<p>Funding was used to support targeted students to enhance the students' access to curriculum learning experiences.</p> <p>A student learning support officer (SLSO) was employed to support classroom activities</p> <p>Students were provided with various extra-curricular activities to extend their experiences, promote school engagement and to strengthen relationships and friendships.</p> <p>Resources were purchased to ensure access to additional learning and extra-curricular opportunities such as sport, music/choir, drama and community involvement.</p>
Support for beginning teachers	\$16492.00	<p>Teachers new to the profession were provided with mentor support, additional release time and time to collaborate and network with colleagues.</p>
Premier's Sporting Challenge	\$759.10	<p>Purchased sets of equipment for each class to participate in daily Fundamental Movement Skills.</p>
Sporting Schools	\$3900.00	<p>All students accessed programs in a variety of sports including gymnastics, cricket</p>

Sporting Schools	\$3900.00	<p>and swimming.</p> <p>Teacher time and expert coach were provided to support skill acquisition.</p> <p>Increased fitness and whole participation and skill sets developed.</p>
Community Consultation Funding	\$0	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	50	53	53	50
Girls	37	39	43	53

During 2017 student numbers increased slightly from those of the past 4 years. Throughout the year several families arrived whilst others left to undertake employment opportunities.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	97.2	95	96.7
1	95.5	94.5	96.6	95.7
2	91.9	96	96	98.6
3	94	92.7	95.7	98.6
4	94.7	95.4	94.1	95.6
5	96.6	94.6	94	93.1
6	95.7	94.6	93.8	94.5
All Years	94.7	95.1	95.1	95.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The 'Total' average attendance rate for our school compared to the state's 'Total' has been consistent over the past seven years. This reflects the schools focus on the importance of attendance and working with families to achieve maximum time at school.

School information and induction programs and newsletters clearly inform parents and caregivers of the expectations for attendance at school, as set out in

NSW Department of Education and school policies. School programs and practices encourage regular student attendance and parent awareness of issues related to non-attendance. Information is provided to parents about the benefits of regular attendance and the effects of irregular attendance and extended leave in student learning through newsletters.

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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.42
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.66
Other Positions	0

*Full Time Equivalent

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

In 2017, no members of the Clergate Public School staff identify as being of Aboriginal or Torres Islander descent.

statement can be obtained by contacting the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Professional learning and teacher accreditation

The total expenditure per teacher and non-teaching staff was \$10100 with funding coming from global funds, funding allocated under the resources allocation model for training as well as Quality Teaching Successful Students funding.

The school has one new scheme teacher working towards accreditation at the Proficient stages of the Australian Professional Standards for Teachers. Currently there are no staff members working to attain the higher levels of accreditation

The impact of the training conducted on school development days is evident in the implementation of the school plan and in meeting the requirements of the Department of Education.

Clergate Public School staff are compliant with department mandatory requirements having completed all the required and listed annual training.

Other professional learning completed on school development days address the school's priority areas and was undertaken as combined learning community. This has allowed staff the opportunity to build knowledge in priority areas such as the Wellbeing Framework, data analysis and the Focus on Reading program. It has also allowed the development of skills in areas such as data use, developing consistency of judgement, monitoring and evaluating school plan as well as using the PLAN system.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	153,479
Appropriation	130,267
Sale of Goods and Services	4,327
Grants and Contributions	18,773
Gain and Loss	0
Other Revenue	0
Investment Income	112
Expenses	-79,273
Recurrent Expenses	-79,273
Employee Related	-41,262
Operating Expenses	-38,011
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	74,206
Balance Carried Forward	74,206

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school's management team meets regularly to monitor and manage the school budget in line with the school's strategic directions.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	727,629
Base Per Capita	14,671
Base Location	1,914
Other Base	711,044
Equity Total	38,572
Equity Aboriginal	1,377
Equity Socio economic	20,655
Equity Language	0
Equity Disability	16,540
Targeted Total	18,680
Other Total	9,388
Grand Total	794,269

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

As part of the commitment to improved Literacy and Numeracy results in NSW, schools report on the numbers of students in the top 2 bands for reading and numeracy. At Clergate Public School there was a 14.8% increase in the number of students achieving this result.

With a small cohort, averaging a grade group may not be reflective of the majority of performance, as the results of one child significantly affect the grade average, either in a positive or negative way.

Literacy results overall were pleasing when compared to all other Australian students, with areas above being Writing and Spelling in Year 3 and Reading and Spelling in Year 5.

Students in Year 3 were ranked in the top 6 of statistically similar schools for Reading, whilst Year 5 was listed one of the top schools for schools with similar students in Reading.

In Spelling Year 3 and Year 5 were both ranked the second top school in Spelling when compared to statistically similar students.

Students in Year 3 were above the national average in Grammar and Punctuation, whilst Year 5 were above average when compared to statistically similar students.

In Numeracy Year 3 and Year 5 were ranked in the top 7 schools when compared to schools with similar students. Every student in Year 5 experienced growth from year 3 to Year 5 in numeracy. In Numeracy, multi-step problem solving will be included as an area of focus for the new school plan 2018–2020.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

A summary of the returned parent surveys is presented below.

Parents Perspectives

Areas that were greater than 8 on the scale were:

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

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

In other areas on the survey parents reported :

- 79% talking with a teacher more than 3 times
- 50% attended meetings more than 3 times
- 36% indicated they were involved in school committees.

Student Responses

Students from Years 4, 5 and 6 completed the Tell Them From Me survey. The Tell Them From Me Primary School Survey includes measures of student engagement. Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what

they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Clergate Public School are:

- 97% indicated a value of schooling outcomes
- 89% reported positive school behaviour
- 38% reported positive homework behaviour.

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. The results for Clergate Public School on the three measures of intellectual engagement are:

- 68% interest and motivation
- 97% effort
- 89% quality instruction.

Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy. The results are on a scale of 0 to 10. With a score of over 8 were the following:

- Quality instruction
- Positive teacher student relationships
- Expectations for success

With a score of over 6 was:

- Positive learning climate.

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

Policy requirements

Aboriginal education

Clergate Public School incorporates Aboriginal and Torres Strait islander perspectives into the teaching and learning programs across the curriculum. There is positive recognition of Aboriginal culture through our programs and recognition of our nation's Indigenous history.

As part of NAIDOC celebration the students of Clergate joined with students of Mullion Creek Public School. NAIDOC March in Orange for all students 3-6 and all indigenous students. We also took part in a Cultural Day at Mullion Creek which included;

Cultural practices, Learning about indigenous languages, traditional indigenous games, cooking Johnny cakes, weaving bracelets and cultural dance sessions.

Students who identified as an Aboriginal or Torres Strait Islander and enrolled at Clergate Public School, were provided with additional learning support when required and developed Personalised Learning Plans with their teachers. Clergate Public School teachers are committed to closing the gap and ensuring students are reaching expected growth in their learning.

Multicultural and anti-racism education

All classes address Aboriginal perspectives across the curriculum areas, including units of work and activities that promote understanding of the traditions and culture of Aboriginal people. Focused studies is building greater understanding of Aboriginal histories, cultures, perspectives and current Aboriginal Australia for all students. The school encourages students to recognise and respect cultural identity and diversity. In 2017, units of work in History had students reflect on the impact of policy and societal structures since colonisation on Aboriginal culture and the change in the circumstances of Aboriginal people. Students learned the history of Aboriginal people's participation in Australia's democratic processes and their contributions to our society.

Clergate Public School received Aboriginal Background funding in 2017. These funds helped to provide support for students of Aboriginal background in learning at school, teaching and library resources, travel to and from events and for cultural experiences for the whole school.

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

Clergate Public School trained one staff member in 2017 as an Anti-Racism Contact Officer (ARCO). The role of the ARCO is to be the contact between students, staff, parents and community members who wish to raise issues regarding all forms of racism.

The school promotes cultural understanding and inclusivity by annually participating in 'Harmony Day' and the 'National Day of Action – Bullying No Way!'