

Claymore Public School

Annual Report



2017



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Introduction

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

Lisa Porter

Principal

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Message from the Principal

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

Some of the school's key achievements in 2017 include:

Achieving a rating of Excelling in 10 out of 14 areas of the School Excellence Framework following participation in the school's External Validation Process;

Achievement, or significant growth towards achievement, of all set improvement measures established at the onset of 2015, following completion of three year planning cycle 2015–2017;

Continued improved academic results as evidenced by NAPLAN data. Comparative data over the last five year period highlights significant improvement in the percentage of students achieving above minimum standards in literacy and numeracy;

Our K–2 students have continued to make impressive growth towards the achievement of the targets within the Early Action for Success initiative, with an improvement in the percentage of students achieving set benchmarks across areas of numeracy and literacy, with notable growth in Writing;

Continued successful implementation of a quality, innovative and differentiated professional learning model, with a focus on improving teacher and leadership quality and in turn, student results in numeracy and literacy;

Continued successful implementation of our student welfare program, Positive Behaviour for Learning (PBL), where we have worked solidly as a whole school, implementing a united, consistent approach to enhanced student welfare practices;

Successful representation of our students at extra curricula and representative sporting events including public speaking and sport;

Continued improvements and upgrades to our school environment, that have supported our goals of providing a safe, engaging and inviting learning environment;

Implementation of a strengthened Creative Arts program providing increased opportunities and enhanced learning

experiences for all students in this area; and

Increased involvement of parents/carers in their child's learning through successful implementation of the Seesaw App and Three Way Learning Conversations.

In 2017, particular notable highlights included:

The External Validation process, with students, staff and community admirably presenting data to an external panel, resulting in our school being acknowledged as a school of excellence;

Implementation of a sharing and consultation evening with parents/carers with approximately 50 people in attendance, providing increased opportunities for community feedback to drive the new school plan;

Strengthened partnerships with our community, including increased P&C membership, supporting productive partnerships to achieve school goals;

The development of 'The Claymore Singers' – highlighting successful implementation of increased opportunities to foster and promote student talent; and

The launch of our new school uniform following extensive consultation with the whole school community.

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

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

Lisa Porter

Principal

School background

School vision statement

VISION

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

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

MISSION

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

School context

Claymore Public School is situated in South Western Sydney, and is part of the Campbelltown Network of schools for the Department of Education and Communities. The school has an enrolment of *332 students P–6, including 60 students in the support unit (consisting of IM, IO, Autism and Early Intervention classes)*. *There are 56% of students from a Language Background other than English and 14% of students identify as Aboriginal and Torres Strait Islander.*

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

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

The school continues to build on quality teaching, learning and leadership practices, with a focus on improving student results in literacy and numeracy. The school implements a dynamic, innovative and differentiated professional learning model to enhance teaching, learning and leadership practices across the school.

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

The school's **learning culture** is a strength at Claymore Public School. The school caters for diverse and varied student needs within mainstream, support unit and preschool settings, and as such ensures a strong focus on meeting the needs of the whole child, through differentiated and personalised teaching and learning experiences. Teachers are supported through extensive professional learning provided by Instructional Leaders, and implement rigorous assessment practices to ensure that teaching and learning is consistently planned at points of need. Comprehensive learning support processes and practices are in place to ensure the needs of all learners are addressed and supported.

Claymore Public School embraces a focus on student **wellbeing**, catering successfully for students' cognitive, physical, social, emotional and spiritual wellbeing through the implementation of highly effective school policies and procedures. The school's Positive Behaviour for Learning practices underpin all student welfare practices, and support the operation of a positive school culture, ensuring productive learning environments exist to maximise student learning outcomes. Student learning takes place in a positive, safe and healthy environment where positive and respectful relationships exist between students, staff and community. The school recognises the diverse individual needs of students and implements a range of on-going school based and external targeted intervention programs to support individuals in the achievement of personal goals.

The delivery of engaging, focused and challenging **curriculum and learning** is a priority at Claymore Public School, and the school consistently implements an integrated approach to quality teaching, curriculum planning and assessment. The development and implementation of a comprehensive core curriculum drives all curriculum planning across the school and provides teachers with an explicit and systematic approach, ensuring the consistent delivery of high quality syllabus implementation. The school's Assessment Policy and procedures, including assessment guidelines, ensures assessment is used to drive focused and explicit teaching and learning to meet the learning needs of all students.

There has been a strategic focus on strengthening **assessment and reporting** practices at Claymore Public School over the past three years and as a result, the school is currently excelling in this area. The school's Whole School Data Processes support an explicit and systematic approach to data collection and analysis for the purpose of supporting student learning growth. Data is rigorously collected, analysed and reported on throughout each term and is used by teachers to monitor achievement, identify gaps in student learning and inform planning for future teaching and learning. The school's reporting practices have been extensively updated in collaboration with staff, students and community. The new student reports, combined with Three Way Learning Conversations has supported parents/carers being more informed and engaged in the learning progress of their child.

Claymore Public School is delivering in the element of **student performance measures**. The achievement of value added results in Years K–2 and Years 3–6 is evident through the analysis of external and internal student performance data. It is significant to note that the school's FOEI of 167, indicates that students have a level of educational disadvantage related to socio-economic background, and this poses an ongoing educational challenge for the school. Strategic instructional leadership to support quality teaching, learning and assessment practices has supported the school's value added results to date, and is an ongoing focus for the school.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

At Claymore Public School teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies such as the provision of high quality feedback to students. With the support of the instructional leadership provided by the school's leadership team, teachers regularly use student performance data and a range of student feedback methods to evaluate the effectiveness of their teaching practice. The implementation of regular data talks in stage teams has further supported teaching practices that are responsive to learning needs. The use of learning intentions and success criteria is a key feature in all classrooms to support **effective classroom practice**.

Claymore Public School has an ongoing, rigorous focus on **data skills and use**. Student assessment data is regularly used at Claymore Public School to identify student achievements and progress in order to inform future school directions. The school's assessment schedules, along with ongoing professional development in the use of a large variety of assessment tools, ensures that consistent teacher judgements are made when making decisions about student progress, identifying skill gaps and determining future school directions. Instructional leaders regularly support teachers to incorporate data analysis in their planning for learning. The school's leadership team engages both staff and community in reflecting on student performance data through ongoing, collaborative school planning processes.

At Claymore Public School, a culture of excellent **collaborative practice** ensures that there are explicit systems for collaboration and feedback to sustain quality teaching practice. The implementation of the school's Professional Learning Model supports teachers to engage with instructional leaders and colleagues in high quality teacher professional learning to continually support enhancements in teaching practice in pursuit of improved student outcomes. Extensive professional learning is strategically provided to all teachers through a range of opportunities such as: individual coaching/mentoring, professional learning and team planning days, staff meetings and staff development days and external professional learning. The school has a specific focus on supporting early career teachers through targeted individual and group professional learning.

Professional Learning at Claymore Public School is aligned to the school plan and is continually evaluated to ensure that it has a positive impact on the quality of teaching and student learning outcomes. The implementation of the school's Performance and Development Policy ensures the provision of high quality **learning and development** opportunities that support the achievement of school plan directions whilst ensuring teachers are actively engaged in planning their own professional development. One successful strategy within the school's Professional Learning Model is the opportunity to access professional learning through a flexible timetable that facilitates additional time for teachers to support the achievement of their PDP goals.

Claymore Public School teachers demonstrate personal responsibility for maintaining and developing their **professional standards** through ongoing participation in extensive professional learning. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals by actively engaging in collaborative school planning and evaluation processes, and actively working towards the implementation of the school's strategic directions. All teachers work beyond their classroom to contribute to broader school programs by their participation in portfolio committees, leadership of special events, student performance and leadership initiatives. The school has a strong culture of teachers sharing best practice with others.

The results of this process indicated that in the School Excellence Framework domain of Leading:

The **leadership** team at Claymore Public School supports a culture of high expectations and community engagement which has resulted in sustained and measurable improvements over the past five years. The recruitment of high quality leaders in order to implement quality, visual leadership that is strategic, supportive and professional, has been a key to the school's development. All school leaders have purposeful roles based on their professional expertise, and there is a focus on building the leadership capacity of all staff. The school regularly implements a variety of methods to solicit and address community feedback, and as a result the school is recognised as excellent and responsive by its community.

Claymore Public School's school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident at every level of planning and practice. As part of the **school planning, implementation and reporting process**, the school completes rigorous school self-evaluation and analysis processes with data directly supporting the design of a comprehensive evidenced-based school plan. The school implements strong collaboration processes with the whole school community, providing all stakeholders with opportunities to participate in school planning processes through surveys, focus groups and the ongoing sharing of data. Whole school staff have a key role in designing innovative strategies to achieve school plan directions, including strategies to support the achievement of higher levels with the School Excellence Framework.

The leadership team at Claymore Public School strategically uses **school resources** to support the achievement of improved student learning outcomes through the provision of rich learning experiences and quality environments. The recruitment of high quality staff within a strategic approach to workforce planning, leadership development and succession planning has resulted in a workforce that best matches the needs of the school. Comprehensive financial management processes occur to manage a large budget to support the achievement of planned directions and goals, and longer term financial planning has been a key to achieving improvements in all areas across the school. Considerable funding has been strategically allocated to support extensive enhancements to learning and play environments, supporting all learners across the school P-6.

Management practices and processes underpin ongoing school improvement and professional effectiveness of all school members at Claymore Public School. The school excels in the development and implementation of high quality administrative practices. The school's comprehensive range of policies and procedures provide explicit information about the school's functioning and play a key role in the achievement of ongoing school improvement. These practices and processes are developed with key stakeholders and are responsive to school community feedback. The quality of these policies and procedures is evident through the regular requests that the school receives to share them with other schools. Organisational effectiveness is achieved through the implementation of these policy and procedure documents which support the high quality management of systems and practices throughout the school.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education 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

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

Purpose

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

Overall summary of progress

Professional learning and mentoring/coaching in the implementation of quality pedagogical practices in curriculum and assessment, with an explicit focus on formative assessment and providing explicit feedback to students, continued to be a key focus to achieving this strategic direction. Extensive professional learning was provided in 'Seven Steps to Successful Writing' and 'Reciprocal Reading' which supported enhanced teaching practices and student outcomes in the areas of Writing and Reading K–6. The school's 'Whole School Data Processes' were refined and implemented, supporting an explicit and systematic approach to data collection and analysis. These processes resulted in strengthened data analysis practices to drive professional learning, focused teaching and learning and allocation of support to ensure student growth in literacy and numeracy.

Early Action for Success in K–2 continued to be implemented under the leadership of the Instructional Leader (IL) K–2, with a focus on comprehensive data analysis practices to support explicit teaching at point of need. Extensive professional learning (PL) was provided for all teachers K–2, with the key areas of PL including: Targeting Early Numeracy (TEN), Consistent use of the Continuum and L3. The IL participated in Building Numeracy Leadership PL and commenced implementation of this program with one teacher. Intensive intervention programs were delivered to students at risk, based on comprehensive analysis of data. In particular, the implementation of Individual Education Plans for targeted students and the implementation of the Reading Recovery program were successful in supporting growth in student outcomes for targeted students.

Within the Student Leadership, Engagement and Wellbeing Strategy, Positive Behaviour for Learning continued to be a strong focus within the school with welfare data reflecting improvements in all areas. One key strategy implemented was the Kindness on Purpose program, a strategy to connect students with empathy through implementing acts of kindness. A 'Process for Accessing Advanced Tier Interventions' was designed and implemented, which supported teachers with a process to reflect on the function of the student's behaviour and put in place strategies to support targeted students achieving enhanced social and academic success. The school's Anti-bullying procedures were successfully reviewed, updated and launched following consultation with the whole school community and data showed a dramatic decrease of the number of bullying incidents recorded for the year. Varied welfare initiatives such as student mentoring programs were implemented to support students with specific welfare needs, showing a positive impact on student engagement and wellbeing. A strategy was implemented to foster and promote talent in Creative Arts and strengthen student performance groups, resulting in the formation of the Claymore Singers and strengthened school choir. The employment of a specialist technology coordinator enabled the implementation of school-wide technology support, a review of the school's ICT infrastructure, and design of an action plan to support addressing current and future ICT needs. There has been a focus on supporting teachers to embed technology within teaching and learning programs and students to achieve increased technological skills such as through participation in a series of coding and robotics workshops in collaboration with the local high school. These initiatives have strengthened pedagogical practices in ICT and supported positive student engagement practices.

An active staff Aboriginal Education Committee continued to operate within the school and effectively achieved many goals within the school's Aboriginal Education Strategy. Aboriginal Education initiatives successfully focused on student achievement within Personalised Learning Pathways (PLPs), as well as promoting and providing diverse cultural experiences for Aboriginal students, and strengthening partnerships with Aboriginal parents and community, the local Aboriginal Education Consultative Group (AECG) and our community of schools. Community of Schools Aboriginal Education initiatives included inter-school visits and performances by dance groups, the implementation of the Opportunity Hub program, and a joint Sista Speak and Bro Speak event. As a result students and staff were able to continue to develop relationships with other Aboriginal students within the community. The partnership with the high school provided students with valuable transition opportunities, resulting in enhanced transition to their local high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% improvement of students attaining expected levels on the Literacy and Numeracy Continuums (Reading, Writing and Number).	<p>Funds to support Teacher Professional Learning – see <i>Strategic Direction 3</i></p> <p>\$182 163 Low Level Adjustment</p> <p>\$114 351 Funding Support & USS</p> <p>Funds to support Aboriginal students– see <i>below</i></p> <p>Funds to support EALD students – see <i>ELP</i></p>	<p>This improvement measure was established in 2016 to support enhanced focus on tracking student progress in the areas of reading, writing and number in years 3–6. Extensive professional learning and support has been provided to teachers in literacy and numeracy, student assessment methods and consistency of teacher judgement practices.</p> <p>This improvement measure has been achieved in all areas of Reading, Writing and Number across all grades, with many targets being exceeded. (With the exception in two aspects when achievement levels were above 80% originally and an expected smaller percentage growth was achieved). The most notable improvements occurred in the area of Writing 3–5; for example: Year 3 Writing showed improvement of cohort achieving benchmarks from 19% 2016 to 68% 2017.</p>
10% improvement of students meeting EAFS benchmarks in Reading, Writing and Number.	<p>\$97 642 Literacy and Numeracy (Early Action for Success remaining funds)</p> <p>\$124 310 EAFS Phase 2</p> <p>\$31 078 Equity</p>	<p>While all students have made individual growth in all areas, progress towards this improvement measure has been achieved in some areas but not others. For example: Year 2 writing has improved from 19% of students achieving benchmarks in 2014 to 39% at the end of 2017. It is important to note that when comparing grade achievements from 2015–2017, achievement levels have improved or been maintained throughout the years, with significant improvement levels in Writing in Stage 1. Writing and Number remain as focus areas for improvement.</p>
10% improvement of students engaged in leadership opportunities within the school and community.	\$0	<p>There has been an average 10% improvement of the number of students engaged in leadership opportunities within the school and community, when compared with 2014 data.</p>
100% of Aboriginal students achieve growth towards individual goals within their Personal Learning Pathways.	\$37 027 Aboriginal Background Funding	<p>93% of students achieved growth towards individual goals within their Personal Learning Pathways.</p>

Next Steps

- Professional Learning for teachers on implementing evidenced based teaching strategies with a focus on visible learning, formative assessment, providing quality feedback to students, and embedding creative and critical thinking;
- Professional learning and support for teachers to attain increased understanding of expected benchmarks in literacy and numeracy, and in implementing formative assessment practices to drive explicit teaching strategies in literacy and numeracy;
- Continue to embed a strong culture of collaboration, with Instructional Leaders implementing enhanced practices of co-planning, co-teaching and co-reflecting with teachers;
- Professional learning on the analysis and use of SMART data to design explicit teaching and learning programs for students at point of need;
- Consolidate the school's data collection processes, including tracking systems, analysis practices and target setting to support our focus on impact and drive evidenced based teaching and learning programs to support enhanced teaching and learning outcomes;
- Continue regular review and modification of targeted support programs for students based on bi-termly data analysis;

- Implementation of enhanced student profiles to support tracking of student achievement from year to year;
- Implementation of the school's core curriculum, providing ongoing professional learning and support to ensure a rich and comprehensive curriculum understanding and implementation, with a whole school focus on the teaching of writing and enhanced teaching of Science and Technology;
- Continue to implement Early Action for Success K–2, with a focus on training staff in L3, mentoring teachers in the teaching of writing, and implementing enhanced personalised learning programs for targeted students;
- Implement more effective, consistent and strengthened student leadership programs;
- Implement an ICT strategy to ensure access to current technologies, applications and professional learning, to support the authentic implementation of technology as a teaching and learning tool in all classrooms; and
- Enhanced practices in personalised learning, with a focus on literacy and numeracy, for Aboriginal students.

Strategic Direction 2

Community: Engaged, supported and connected whole school community.

Purpose

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

Overall summary of progress

The implementation of the school's Facebook page, Skoolbag App, and the Seesaw App have been highly successful tools to support communication and promotion about school initiatives, programs and events. The Seesaw App was fully implemented P–6, following a trial during T4 2016. This tool enables parents/carers to share in their child's learning in the classroom and supports enhanced communication and involvement of parents regarding their child's learning at school. This initiative continues to be well received by parents/carers with 90% of parents/carers responding that they valued this communication tool.

The school successfully implemented Three Way Learning Conversations this year, replacing the traditional parent/teacher interview format. These conversations provided an avenue for reporting student progress to parent/carers, complimenting the written reports and with students involved in sharing their learning. 98% of parents/carers reported that the Three Way Learning Conversation process provided them with greater information about their child's progress and needs, and the process helped them to better understand their child's report.

The school conducted workshops on the Kindness on Purpose Program and the school's Student Welfare and Discipline Policy, including Anti-bullying and Racism policy and procedures. The implementation of workshops to support parents assisting students within the areas of literacy or numeracy will be conducted in 2018.

During 2017 the school engaged with community groups/organisations to implement programs with a focus on supporting the social and emotional wellbeing of students. These organisations implemented seven key programs with our students, with many students benefiting from the programs implemented.

A Whole School Self-evaluation strategy was also implemented throughout 2017, featuring ongoing collaborative strategic planning processes involving staff, students and the wider school community. The school continued to survey/consult staff, students and parents throughout the year to evaluate the success of school planning initiatives, ongoing programs and practices, and school satisfaction.

The External Validation process that occurred during Term 4, facilitated an additional thorough whole school evaluation against the School Excellence Framework, with the school being ranked as Excelling in 10 of the 14 elements. This information has supported the planning for the 2018–2020 school plan cycle, combined with a successful executive planning conference, parent, staff and student surveys, and a successful community consultation forum which was attended by 50 community members. These processes have provided clear directions for future planning, resulting in the development of three new strategic directions, and milestone planning for the next three years. In addition to the data attained from the school's self assessment against the School Excellence Framework, the school continued to utilise data gained during a 2015 situational analysis review to support a focus on continued school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase in the number of parents/carers involved in workshops to support student learning & 10% increase in the number of students supported through programs supported by community organisations.	\$400 <i>Programs by Community Organisations– Funded by external providers</i>	Over the last three years, there has been an average of 36 parents participating in workshops to support student learning, exceeding the improvement measure established. Over the last three years, there has been an average increase of 388 instances of students being supported through programs supported by community organisations; a significant increase on 2014 data of 191 instances, which also supported the improvement measure to be exceeded.
90% of parents/carers and	\$1370 RAM	In an end of year survey, 79% of parents/carers

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
community are satisfied with effectiveness of communication between school and parents/community.		and community members agreed or strongly agreed that they are satisfied with the effectiveness of communication with school and home which on average equated to 82% over the 3 year period. Although this improvement measure was not achieved, improvement was achieved from 2015 data.
10% increase in parent/carers participation in surveys and focus groups (from 50% 2014).	\$1000 Equity	Over the last three years, there has been an average of 123 instances of parent/carer participation in surveys and focus groups; an increase on 2014 data of 86 instances which is achievement of this improvement measure.
10% improvement in the number of parents/carers participating in discussions with staff regarding student progress.	\$3400 Equity	In 2017, 347 instances of parents engaging in discussions with staff regarding student progress occurred; an improvement on 2014 data of 166 instances. This demonstrates successful achievement of this improvement measure.

Next Steps

- Continue to implement the Seesaw App with a focus on consistency of implementation and increased promotion to support parent participation;
- Continued enhancement of the school website to support communication between the school and community;
- Continue to utilise Facebook and the Skoolbag App to communicate key messages and celebrate and share school successes;
- Implement further workshops based on parent interests and needs in order to build knowledge and skills to support their child's education;
- Engage parents/carers with skills and talents to share these with students, to support and enrich students' education and empower community members;
- Continue to engage with community groups/organisations to provide additional support programs/initiatives for students and parents, to support enhanced teaching and learning outcomes for students;
- Implement two Three Way Learning Conversations in 2018, to increase parent and student participation in reporting processes;
- Continue with rigorous school planning and evaluation processes with an explicit focus on targeted elements within the School Excellence Framework (Version 2); and
- Strengthening community consultation in school planning processes to support enhanced community engagement with the school's strategic directions and the strategies that are being implemented to achieve them.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

During 2017 Claymore Public School continued to implement a dynamic and innovative professional learning model, providing high quality, differentiated professional learning to enhance teaching, learning and leadership practices. Throughout the year all members of staff, including non-teaching staff, were supported to develop and implement a Professional Development Plan in order to focus their own professional learning.

The school's professional learning model was reviewed early in the year, with three deputy principals continuing to work as instructional leaders to support the provision of high quality differentiated professional learning to enhance teacher and executive capacity in literacy, numeracy, and executive leadership. Regular opportunities were provided for teachers to engage in professional dialogue, and undertake analysis of data and reflections on teaching practice with their coach/mentor. Team based professional learning opportunities, including wholeschool professional learning sessions, and planning days were also utilised. The implementation of a flexible timetable to release teachers to work with a mentor was a key strategy to support teachers to achieve their individual professional learning goals.

Collaborative networking was a continued area of focus in 2017, with an aim for teachers and executive staff to increase their participation in formal networks across South West Sydney. An increase in teachers and executive staff collaboratively networking with other schools has occurred over the last three years, and evaluative data indicates the positive impact on such collaboration in terms of strengthening teaching and leadership capacities. Assistant Principals and aspiring leaders participated in executive network professional learning sessions (SWELL), supporting enhanced leadership knowledge and skills. Executive staff participation in an initiative coordinated by the Education Change Makers supported the sharing of best practice across local schools, and an Instructional Leader Network supported improved practice in curriculum and assessment. These leadership initiatives also facilitated improved connections between the schools involved.

Support for beginning teachers continued in 2017, with the school's professional development timetable utilised to provide individualised mentoring based on each teacher's Beginning Teacher Support Plan.

Additionally, throughout 2017, professional learning has occurred in a variety of areas including L3, formative assessment, 5 Key Questions for Reflective Teachers, 7 Steps to Writing Success, Growth Mindset for Mathematics, Positive Behaviour for Learning, and a variety of evidence based strategies that support improved educational outcomes.

Another focus of this strategy, aimed at improving school culture and supporting professional relationships, was the implementation of staff wellbeing strategies such as birthday buddies, happy week, Claymore Cheers and end of term events. End of year surveys provided evidence of the success of these strategies with 95% of staff indicating that they were either satisfied or highly satisfied with the school culture; exceeding the school's three year improvement measure target.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff achieving personalised learning goals or growth towards these goals within their Professional Learning Plans.	\$443 200 Equity Funding \$19 181 Professional Learning \$8032 Literacy & Numeracy \$90 096 Beginning Teacher Funding \$155 388 Early Action for	100% of staff have achieved some growth towards goals within their professional learning plans this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff achieving personalised learning goals or growth towards these goals within their Professional Learning Plans.	Success	100% of staff have achieved some growth towards goals within their professional learning plans this year.
An improvement in the areas of 'Effective Classroom Practice' and 'Data Skills and Use' to the level of sustaining and growing, as measured by the School Excellence Framework self-assessment tool.	Teacher Professional Learning Funds – as above	Effective Classroom Practice improved to Sustaining & Growing and Data Skills and Use improved to Excelling, exceeding the target.
20% increase of staff involved in collegial networks beyond the school.	\$350 RAM	At least 8 staff members were involved in collegial networks beyond the school; a 50% increase.
90% of staff satisfied or highly satisfied with the school culture (10% increase from 2014).	\$1816 Equity	95.5% of staff are always or mostly satisfied with the aspects of school culture questioned in the survey which exceeds the three year improvement measure target.

Next Steps

- Teacher Meet sessions to be considered for 2018, with teachers sharing quality teaching practices;
- Executive staff to complete refresher in coaching in 2018;
- Outline and document the school's leadership strategy based on school capacity building, distributed leadership and organisational best practice, with a link to AITSL leadership standards. Review leadership preparation and leadership development as part of this process, and communicate this to staff;
- Establish a statement of school's leadership culture and expectations (linked to AITSL leadership standards);
- Continue to implement Beginning Teacher Program;
- Instructional leaders/supervisors continue to provide regular support & feedback based on the professional teaching standards re: quality teaching in all learning environments;
- Continue to build the collective capacity of the staff and community to use data to inform strategic school improvement measures;
- Continue consistent implementation of PBL & Learning Culture principles;
- Review strategies to further strengthen collaborative networking with other schools for teachers and executive staff;
- A more widespread approach to promotion of Twitter as a resource for sharing educational practices;
- A more focused approach to developing a plan for partnerships between the school and outside organisation/s (including universities and local businesses) to be enacted; and
- Staff wellbeing strategies to continue, supporting a positive school culture.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$37 027	Aboriginal Background Funding was used to employ two School Learning Support Officers – Aboriginal Education, to work closely with teachers and students in classrooms to assist Aboriginal students to reach their potential through culturally relevant, quality teaching & learning programs. The SLSOs have had a positive impact on student outcomes through promoting Aboriginal Education, encouraging and supporting students to achieve their PLP goals, and supporting parents and families. Some Aboriginal students participated in a Dance workshop with the Sydney Dance company, and such involvement resulted in the successful implementation of the school's Aboriginal Dance group.
English language proficiency	\$107 206	<p>Two teachers worked as English as a Second Language/Dialect (EAL/D) teachers to implement EAL/D programs to targeted students, resulting in enhanced educational outcomes for students.</p> <p>A School Learning Support Officer (Samoan speaking) was employed to support the large percentage of Samoan speaking students. In 2017, the school saw an increase in the enrolment of students classified as 'New Arrivals.' The implementation of intensive support programs by the EALD teacher/s proved successful in supporting these students.</p>
Low level adjustment for disability	\$182 163	School Learning Support Officers (SLSOs) were employed to support students with learning and support needs, with a focus on supporting increased levels of student participation, engagement and improved learning outcomes. A targeted student mentoring program for individuals and groups was implemented and successfully supported students with their social/emotional needs. SLSOs worked alongside teachers to implement Individual Learning Plans (ILPs) that addressed specific student needs in literacy and numeracy. This targeted support resulted in student improvement as evidenced by individual assessments and student data.
Socio-economic background	<p>\$ 443 200 Teacher Professional Learning</p> <p>\$113 060 Teaching and Learning Resources</p> <p>\$408 757 Personalised Learning (EALD, LaSTs, SLSOs)</p> <p>\$39 726 Technology (including ICT Coordinator)</p> <p>\$29 800 Student Assistance</p>	<p>Deputy Principals were employed to work as Instructional Leaders to support the provision of high quality differentiated professional learning, working with individuals and teams, supporting teachers to enhance their teaching pedagogy and leadership capacity to ultimately improve student outcomes. Additional teachers were employed to support the Instructional Leadership model and also enable staff to be released to participate in the coaching/mentoring program and further professional learning.</p> <p>Learning and Support Teachers and SLSOs</p>

<p>Socio-economic background</p>	<p>\$3800 Hospitality</p>	<p>were employed to assist teachers with the implementation of individual and group learning plans, targeting specific identified needs within individual and small group instruction. Targeted mentoring programs were implemented, catering for the behavioural and social/emotional needs of targeted students.</p> <p>Funding was targeted to support the implementation of technology support across the school, assisting teachers to effectively embed a range of technology within learning experiences. Technology was upgraded to ensure student access to a variety of platforms catering for 21st Century learners.</p> <p>Significant funding was allocated to all curriculum areas to enhance resources and school learning spaces to more effectively support student needs. In particular, resources were purchased to support literacy and numeracy programs.</p> <p>Funds have been applied to provide student assistance to families who require support for their children to participate in educational programs. Significant funds were provided to support all families to undertake the new uniform change.</p> <p>Funds were applied to hospitality, providing catering for parents/carers at various initiatives including work shops and consultation sessions.</p>
<p>Support for beginning teachers</p>	<p>\$90 096</p>	<p>All teachers have been supported through regular support sessions with a mentor, with evaluations supporting the demonstration of increased confidence and skills shown by beginning teachers, supporting the implementation of quality teaching programs for students. The school accommodated all beginning teachers in their support model, regardless of teachers receiving funding, which supported a strong culture of professional learning, networking and support for all beginning teachers.</p>
<p>Early Action for Success</p>	<p>\$253 030</p>	<p>The key feature of this strategy continued to be the appointment of a high quality Instructional Leader (Deputy Principal), to provide hands-on instructional leadership K-2, supporting the implementation of data driven teaching practices in literacy and numeracy.</p> <p>An interventionist role was implemented to provide targeted support in literacy to students at risk of not achieving expected outcomes.</p> <p>SLSOs were also employed to provide targeted support to small groups or individuals who required additional support to meet expected benchmarks in literacy and numeracy.</p>

<p>Early Action for Success</p>	<p>\$253 030</p>	<p>All K–2 teachers were provided with extensive and targeted professional learning. This professional learning focused on implementing quality formative assessment practices, utilising data to design quality teaching and assessment practices, and understanding and implementing Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) pedagogy.</p> <p>Funds were also expended to purchase literacy and numeracy resources to support the implementation of quality teaching and learning programs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	156	152	158	144
Girls	116	131	143	140

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.6	90.3	91.5	87.9
1	91.1	87.3	92.3	89.2
2	91.8	90.5	90.7	91.4
3	91.3	91.2	92	91.8
4	92.9	90.2	91.9	90.9
5	96.4	90.9	88.1	92.8
6	94	90.4	91.4	89.6
All Years	92.4	90.1	91.1	90.6
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

We have continued to implement successful procedures to manage and improve student attendance. The following strategies have been implemented during 2017:

- Training and regular updates for teachers and executives in attendance follow-up procedures;
- A continued focus on increasing justified absences;
- Continued use of notes booklet to report justified absences;
- Sharing attendance targets and progressive data with the school community;
- Individual attendance tracking and student rewards for targeted students;

- Weekly meetings with the Home School Liaison Officer (HSLO);
- Meetings with parents/carers and students regarding improving attendance patterns;
- Implementation of an 'Aboriginal Student Attendance Program' by a School Learning Support Officer– Aboriginal Education, to support, monitor and track the attendance of targeted Aboriginal students;
- Frequent communication with parents/carers, via newsletter and assembly notices; and
- Rewarding positive attendance practices throughout each term and at the end of the year.

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.07
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	9.12
Other Positions	0

*Full Time Equivalent

In addition to the school's staffing allocation as above, the school employed additional staff members through targeted funding including: 3.6 Deputy Principals (3 Assistant Principals completing higher duties), 4.8 Classroom Teachers (3 backfilling for Deputy Principals), 5.0 School Learning Support Officers (averaged allocation of full-time and part-time SLSOs), and 0.4 Technology Learning Facilitator.

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

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	9

Professional learning and teacher accreditation

Staff participated in extensive professional learning. Key areas of learning included numeracy, literacy, quality teaching, technology, assessment and reporting, leadership, student welfare and department/school policies. In 2017, the school had twenty one new scheme teachers working towards NSW Education Standards Authority accreditation. The school had ten new scheme teachers maintaining accreditation.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	551,139
Revenue	4,549,115
Appropriation	4,469,552
Sale of Goods and Services	32,052
Grants and Contributions	44,394
Gain and Loss	0
Other Revenue	0
Investment Income	3,118
Expenses	-4,557,115
Recurrent Expenses	-4,557,115
Employee Related	-4,185,097
Operating Expenses	-372,018
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-8,000
Balance Carried Forward	543,139

The school's finances have been regularly monitored and adjusted throughout the year by the school's Finance Committee with the support of a LMBR Support Manager, who supported the committee to understand the new SAP financial management system.

The main expenses included employee related costs, including permanent and temporary teaching and non-teaching staff, who were employed to ensure the achievement of the school's goals, purposes and strategic directions. Although an \$8000 deficit appeared against 2017 income, this was offset by the substantial funds carried forward in 2016, with \$541 139 being the balance carried forward from 2017.

The remaining funds will be budgeted against school initiatives in the 2018 school plan. Planned use of the \$321 368 Consolidated Funds include upgrading school grounds and outdoor learning areas, employment of staff to support professional learning and personalised learning programs, upgrading and replacing technology, and supporting a student wellbeing program. The remaining \$231 219 School and Community funds will remain as contingency funding.

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	1,926,647
Base Per Capita	52,392
Base Location	0
Other Base	1,874,255
Equity Total	984,245
Equity Aboriginal	40,993
Equity Socio economic	645,387
Equity Language	107,206
Equity Disability	190,658
Targeted Total	1,075,550
Other Total	376,287
Grand Total	4,362,729

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.

Year 3 NAPLAN results in Reading indicated that 85% of students achieved at or above minimum standard, demonstrating an average improvement of 7% over the past five years. 11% of students achieved proficiency standards in this area.

Year 5 NAPLAN results in Reading indicated that 90% of students achieved at or above minimum standard. There has been an average improvement of 8% over the last five years. 8% of students achieved proficiency standards in this area, a 2% improvement on the school's 2017 target.

Year 3 NAPLAN results in Writing indicated that 96% of students achieved at or above minimum standard, demonstrating an average improvement of 9% over the past five years. 10% of students achieved proficiency standards in this area, a 36% improvement on the school's 2017 target.

Year 5 NAPLAN results in Writing indicated that 77% of students achieved at or above minimum standard. 8% of students achieved proficiency standards in this area, a 17% improvement on the school's 2017 target.

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	2.2	17.4	34.8	13.0	23.9	8.7
School avg 2015-2017	5.7	9.8	30.2	24.2	22.9	7.1

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	10.3	23.1	38.5	18.0	7.7	2.6
School avg 2015-2017	14.3	25.5	29.9	21.8	5.6	3.0

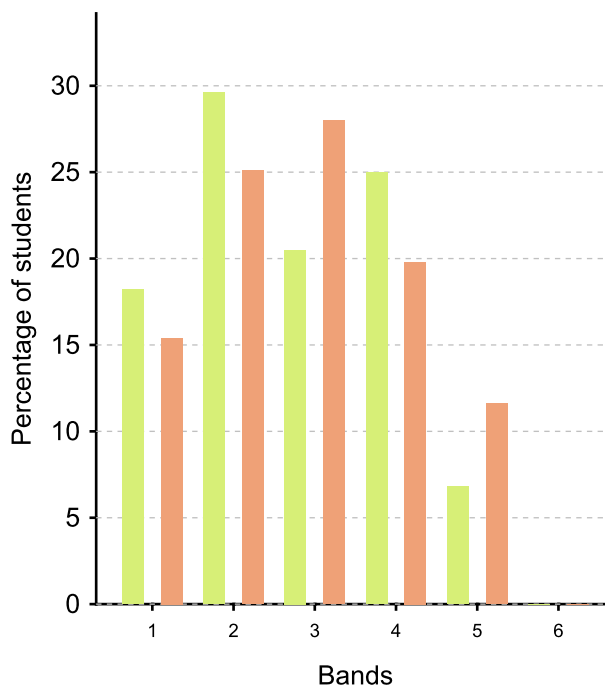
Year 3 NAPLAN results in numeracy indicated that 80% of students achieved at or above minimum standard, demonstrating an average improvement of 13% over the past five years. 7% of students achieved proficiency standards in this area.

Year 5 NAPLAN results in numeracy indicated that 97% of students achieved at or above minimum standard, demonstrating an average improvement of

11% over the past five years. 8% of students achieved proficiency standards in this area, a 7% improvement on the school's 2017 target.

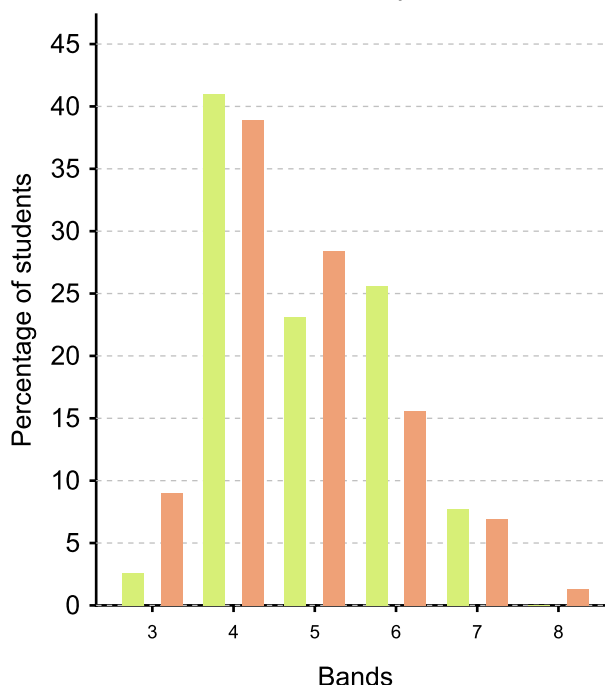
Percentage in bands:

Year 3 Numeracy



Percentage in bands:

Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access

the school data.

In accordance with the Premier's priorities: Improving education results, school's are required to report on their students' performance in the top two NAPLAN bands in Reading and Numeracy. In the area of Reading 11% of students in Year 3 and 10% of students in Year 5 achieved results in the top two bands. In the area of Numeracy 7% of students in Year 3 and 8% of students in Year 5 achieved results in the top two bands.

Another reporting requirement from the State priorities: Better services—Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students (10 or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two NAPLAN bands. Claymore Public School did not have 10 or more students in the Year 3 or Year 5 cohort in 2016.

Parent/caregiver, student, teacher satisfaction

In 2017, the school used surveys and focus groups to seek the opinions of parents/carers, students and teachers about the school.

Staff survey comments were generally positive, with 97% of staff feeling that a positive school culture exists at our school, and 95% indicating that they felt that the school's current whole school culture supports staff well-being. 98% of staff members indicated that whole school communication systems are effective in supporting the operation of the school, and 95% felt that collegiality and teamwork exist within the workplace.

At the end of 2014 Claymore Public School set an improvement measure to improve staff satisfaction in all areas of school satisfaction as determined by survey data by 10% over the next three years. At the conclusion of 2017 this measure has been exceeded, with the percentage increasing from 84% in 2014 to 95.5% in 2017.

95% of parents who completed surveys stated that they are either satisfied or highly satisfied with the school's performance, and 100% indicated that the school is connected to its community and welcomes parental involvement.

In Term 3 Claymore Public School surveyed its parent body to solicit information about how the school is recognised by the community and how effectively the school engages with the local community as part of its ongoing commitment to whole school improvement.

The results of this survey indicated that 100% of respondents agree or strongly agree that:

- The school values parent and community involvement
- The school is well respected in the community, and

- They feel welcome when they visit the school.

Most respondents also rated the school as 'Excellent' in responding to community needs and feedback, and engaging with the community to implement programs and initiatives.

Student surveys and focus groups indicated that students were overwhelmingly satisfied with their school indicating that they appreciated the teachers and the learning and sporting opportunities provided. 90% of students indicated that they were either satisfied or highly satisfied with the school's performance. 87% of students feel that the school always or mostly does a good job of caring for all students. 80% of students indicated a sense of belonging at school. Areas for development noted by students were improvements to the playground, particularly the football field, and some mentioned additional equipment, notably computers.

Policy requirements

Aboriginal education

During 2017 Aboriginal education was implemented using a whole school approach and continues to be an integral part of school curriculum and culture. We are committed to improving outcomes for Aboriginal and Torres Strait Islander (ATSI) students, whilst developing understandings of culture and history for all.

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

In 2017 forty-nine students identified as being Aboriginal, and each of these students was supported through the school's Personalised Learning Pathway (PLP) process. All parents and carers of ATSI students were invited to meet with class teachers to develop personal learning goals and areas for enrichment. These meetings took place during a successful PLP Planning Afternoon, which incorporated a meal and indigenous games.

Culturally significant events, including Reconciliation and NAIDOC Week were observed throughout the year. NAIDOC Week was celebrated with a whole school assembly featuring class items and a performance by the school's Aboriginal Dance Group. We continue to work closely with our Community of Schools to implement Aboriginal Education programs, including highly successful SistaSpeak and BroSpeak programs aimed at teaching about culture, raising the self-esteem of participants, and encouraging them to make positive choices about school, careers and their future lifestyle. This year our programs were enhanced by the participation of the Opportunity Hub Program providing targeted weekly lessons for our students.

Aboriginal students were represented by four Junior AECG Representatives, who were elected by the student body. These students had an important leadership role, taking on responsibilities each week at Koori Club, as well as during special events and

celebrations. They were also called upon to represent the wider student body with event planning and to help teachers with ideas and suggestions to support Aboriginal Education initiatives.

awareness and anti-racism throughout the school.

Our Koori Club Fun Room continued to be a valuable resource, hosting twice weekly Koori Club activities incorporating Junior AECG meetings. During the year a number of students attended targeted excursions including Heatbeat, which introduces young indigenous students to university life whilst learning about health and fitness. Our Aboriginal Dance Group continued to perform at a number of events at Claymore Public School and other local schools. Some of our senior dancers, and one of our teachers, were privileged to attend a workshop with the Sydney Dance Company supporting the quality of these performances.

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

Multicultural and anti-racism education

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

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

The whole school community celebrated our Multicultural Day with a celebration of cultures through cultural study activities including craft, dance, games and the sharing of food. Our community joined in with many parents, children and staff members proudly wearing national costumes on this day. Claymore Public School continually works to enhance communication and engagement by our parents and community members of culturally and linguistically diverse backgrounds, with our students playing a key role in supporting this goal.

This year the school launched its updated procedures for managing racism, inline with the school's updated Student Welfare and Discipline Policy. All staff were trained in the new procedures, and these procedures were effectively implemented throughout the year. The school's Anti-Racism Contact Officers (ARCOs) played a key role in ensuring effective management of racism incidents; providing support, education and counselling where required. Anti-racism lessons were included in the schedule of whole school weekly social skills lessons in conjunction with the school's PBL strategies, and these combined with active promotion of school-wide expectations, supported increased