

Clairgate Public School

Annual Report



2017



4527

Introduction

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

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

Michelle Lawrow

Principal

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Message from the Principal

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

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

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

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

School background

School vision statement

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

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

Clairgate – Care, Excellence, Innovation, Opportunity

School context

Clairgate Public School has an innovative and caring environment where individuals are given the opportunity to maximise their potential. There are approximately 410 students, of which approximately 27% are from non-English speaking backgrounds. Slightly less than 5% of the students are from Aboriginal or Torres Strait Islander backgrounds.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning: Learning Culture

In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning

Clairgate is: Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning process

Well-developed and current policies, programs and processes identify, address and monitor student learning needs

Learning: Wellbeing

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students

Clairgate is: *Excelling*

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live

Learning: Curriculum and Learning

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

Clairgate is: *Sustaining and Growing*

Curriculum provision is enhanced by learning alliances with other schools and organisations

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

Teachers involve students and parents in planning to support students as they progress through the stages of education

There are systematic policies, programs and processes to identify and address student learning needs

Learning: Assessment and Reporting

In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum

Clairgate is: *Delivering*

The school analyses internal and external assessment data to monitor, track and report on student and school performance

Individual student reports include descriptions of the student's strengths and areas of growth

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation

Parents are updated on the progress of their children

Learning: Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures

Clairgate is: *Sustaining and Growing*

Clairgate achieves good value-added results

Around 20% of students achieve at high levels of performance on external performance measures

Teaching: Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies

Clairgate is: *Delivering*

Teachers regularly review and revise teaching and learning programs

Teachers routinely review previous content and preview the learning planned for students in class

All classrooms are well managed with well-planned teaching taking place so that students can engage in learning productively with minimal disruption.

Teaching: Data Skills and Use

In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress in order to inform future school directions

Clairgate is: Sustaining and Growing

Teachers incorporate data analysis in their planning for learning

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement

Teaching: Collaborative Practice

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice

Clairgate is: Sustaining and Growing

Teachers work together to improve teaching and learning in their year groups, stages and for particular student groups

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice

Processes are in place to provide formal mentoring and coaching support to improve teaching and leadership practice

The school identifies expertise within its staff and draws on this to further develop its professional community

Teaching: Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated

Clairgate is: Sustaining and Growing

Teachers actively share learning from targeted professional development with others

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

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

Teaching: Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards

Clairgate is: Delivering

Teachers understand and implement professional standards and curriculum requirements

Teachers are committed to their ongoing development as members of the teaching profession

Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas

Leading: Leadership

In schools that excel, the school leadership team supports a culture of high expectations and community engagement resulting in sustained and measureable whole-school improvement

Clairgate is: Sustaining and Growing

The school solicits and addresses feedback on school performance

Leading: School Planning, Implementation and Reporting

In schools that excel, the school plan is at the core of continuous improvement efforts with the school's vision and strategic directions evident in its main activity

Clairgate is: *Sustaining and Growing*

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

Monitoring, evaluation and review processes are embedded and undertaken routinely

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan

Leading: School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes

Clairgate is: *Sustaining and Growing*

Workforce planning supports curriculum provision and the recruitment of high quality staff

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan

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

Leading: Management Practices and Processes

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members

Clairgate is: *Sustaining and Growing*

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

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement

Our self-assessment 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

Quality Teaching and Leadership

Purpose

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

Overall summary of progress

In 2017 the Teaching and Leading team set another whole school performance goal which was 'to support effective teaching strategies to support and improve student's writing achievement'. Professional Learning this year ensured all teachers completed the NESA Narrative NAPLAN on line course and participated in rigorous Consistency in Teacher Judgement meetings to ensure reliability of assessment data across K-6.

At the end of 2017, 85% of students demonstrated growth in school based assessments which were based on the NAPLAN marking criteria: Sentence Structure, Punctuation and Spelling. NAPLAN data for 2017 revealed that 31% of students in Year 3 and 13% of students in Year 5 are working at proficiency level in Writing.

The new Geography syllabus was introduced to all staff in Term 1. This presentation was followed up by Stage workshops which explicitly reviewed relevant content, programmed Geography units and planned field trips for students. A Geography Scope and Sequence was added to the Science and History Scope and Sequences to ensure ease of implementation.

Our current curriculum expectations were explained to parents as part of our annual Kindergarten Orientation program. In total 65 parents attended the workshop which showed the expected progression of students in terms of English, Maths, History, Geography and Science through the Stages and future focused learning.

All staff are now submitting three Performance Development goals to work towards each year. Goals were linked to improving student writing, Strategic teams and a personal self-improvement goal. To support the achievement of these goals teacher observations and mentoring was put into place for all staff. Teachers also received an additional hour of Release from Face to Face time to ensure a smooth transition to accreditation for all staff in 2018 in terms of understanding Professional Development requirements (including professional readings and viewings) and collecting evidence to maintain teaching credentials.

Staff also went through a familiarization of the School Excellence Framework in preparation for being 'validated', possibly in 2018. Each team produced a PowerPoint slideshow after collecting evidence to show where the school is located on the School Excellence Framework ie Delivering, Sustaining and Growing or Excelling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students demonstrate growth in school based assessments in Writing, and, 45% of students in Year 3 and 20% of students in Year 5 are working at proficiency levels in Writing;	Literacy support in classrooms – Learning and Support teacher – Mrs Millevoi, SLSOs (Teacher Aides) WOW program – \$200 000. Integration funding.	75% of students across the school – K-6 have demonstrated growth in Writing – verified by the NAPLAN Writing Criteria assessment completed May/November .
New curricular are implemented across the school and introduced to the parent community;	Staff Meetings.	New curricular introduced to staff. Mrs Judge ran a parent session on the new curricular in schools.
• Staff, especially Beginning Teachers, engage in	See beginning Teacher section for resources	All Beginning Teachers participated in mentor sessions and observing teaching sessions to increase their knowledge and demonstrate

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Learning, Peer Class Observations and Mentoring sessions to improve their Teaching Practice and achieve Professional Goals;		classroom practice.
<ul style="list-style-type: none">Staff will engage with the School Excellence Framework in detail culminating in completing the SEF Self Assessment Survey.	Staff meetings – including 2 evening sessions.	We will look at the SEF version 2 next year – this year we have worked our way through 2 pillars – Learning and teaching – with all teachers involved in determining where we are placed. Overall – we determined we are between Delivering and Sustaining and growing. All teachers have completed the narrative Criteria marking assessment – and there is evidence they are using this in their teaching practice.

Next Steps

We will continue the explicit Writing Assessment conducted across the school using the NAPLAN Criteria Marking Guide. Reading Comprehension will also be a focus across the school – specifically reading for understanding, including inferential understanding. The NSW Department of Education has released the new Learning Progressions this year and we will be utilising aspects of these Progressions to see student's progress in Literacy and Numeracy. Problem solving skills, particularly in Numeracy, will also be a focus area for us in 2018–2020.



Strategic Direction 2

Quality Engagement and Well-Being

Purpose

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

Overall summary of progress

The project, Quality Engagement and Wellbeing, demonstrated very positive progress in 2017. Clairgate's students continued to be educated in an environment that catered for all needs both in the classroom, and in the playground. Particularly successful was the continuation of the Sensation Station and the Helping Hands Program which allowed for the children to best access the curriculum. The foundation of supporting literacy and numeracy learning using a growth mindset was also hugely embraced. The 2017 Great Expectations Project allowed a mentor/ mentee reciprocal relationship to be established with an explicit focus on learning intentions, success criteria and appropriate feedback. Student Profiles were continued with more complex notes documented when required. NCCD was completed with SLISO timetabling being driven by children needs. Engaging in Aboriginal Education was promoted by Indigenous Education being embedded in teaching and learning experiences, development of Personal Learning Pathways, celebrations of NAIDOC Week and the inclusion of a young Aboriginal boy, as a wildcard, in the Yarn Up program. A very wonderful outcome from the Yarn Up inclusion was this boy speaking at the Principal's State Conference and delivering the Welcome to Country. Higher order thinking activities and the rewards systems continued to be of high quality as they became part of Clairgate's culture. Participation in WOWEE and TOPSTEPS across the learning community further allowed for children and teachers to extend their thinking. The Clairgate Rewards Systems were achieved across the school in very large numbers to celebrate both academic excellence and outstanding behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To support all students, with particular focus on those with additional needs, to best access the curriculum and promote optimal level of wellbeing by the continued development of sensory adjustments for the classroom and playground.	\$1000	*Strategic team meeting planned to extend use of sensory tool use from outside the classroom to helping in the playground. *Continued SLISO organisation of playground groups.*Continued use of sensory tools supplied to every staff member and "bouncy bands" in targeted classrooms.* Staff to be advised of "first/next" strategy.* Individual planning for student in wheelchair with degenerative disease.
To heighten engagement of teachers and students and support growth in student's literacy and numeracy through teachers understanding of the pedagogy which aligns beliefs with practices so that teachers utilise explicit learning intentions, success criteria & quality feedback based on individual or group needs. Develop culture where students understand the purpose of the learning, what and how they learn and have clearly identified success criteria.	\$2000	The training and development afternoon was fully attended in a 2hour session with masterclass EPIC presentations from visiting presenters in Problem Based Learning, Flexible Seating and Growth Mindset, encompassing Learning Intentions, Success Criteria and feedback being discussed. Recognition of understanding that the Greater Expectations project will be an integral part of Strategic Plan 2018–2020– embraced by staff.
To continue to track and individually monitor students with		Students with additional needs tracked and reasonable adjustments made where necessary –

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
additional needs that require reasonable adjustments, through the development and maintenance of student welfare programs and plans. Building of student profiles by using Teaching for Inclusion and feedback recorded by SLSOs.		SLSOs, LST and volunteer SLSOs involved.
To provide the opportunities for all students have access to and participate in Aboriginal education to develop self-awareness and build positive relationships within the school and Aboriginal community.	see Aboriginal Education program	Koori Connections group not implemented this year for various reasons – we will be implementing an Aboriginal group in 2018. Aboriginal students supported by SLSOs and LST for Lit and Num support where required.
Increased exposure and involvement to differentiated learning through specialist programs highlighting higher order thinking.	DP role	Handovers completed and Final counsellor cross check , with LAST Lead on 18/12/2018 Book Forum, WOWEE projects etc – embedded within school practices.
Students to continue to develop intrinsic motivation and pride in social and learning achievements. Student welfare system data to reflect majority 90% plus achievement of reward levels.	\$100	*100% behaviour positive awards. *98.5% behaviour positive awards at Platinum level. * Multiple of academic awards presented. End of Year Presentation Awards received extremely well

Next Steps

The future directions for the Quality Engagement and Well-being Strategic team is being informed by reflecting on the 2015– 2017 School Plan. The focus areas of catering for all children to best access the curriculum through sensory adjustments, the development of learning plans and more complex profiles, a further development of the understanding of Aboriginal Education and the implementation of the academic and behaviour achievements are becoming a celebrated and systemic part of Clairgate's culture. The main performance measure Clairgate will hope to achieve will be "Clairgate's Growth in Mind and Kind". The "Growth in Mind Project" is the focus area which will be under the umbrella of Visible Learning and what works best for learning. **Visible Learning** means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie **Visible Learning** and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers. The school will be working towards achieving a pathway for children to understand what they are learning and why. The main directions Clairgate will focus on to help all stakeholder's achieve these understandings include: *development of a positive growth mindset approach to learning *using learning intentions, success criteria and appropriate feedback to inform learning and the best way to access the curriculum *creating an environment that best fosters learning. Classroom environments should be conducive to open collaboration, communication, creativity, and critical thinking. * critical thinking skills and problem based learning as tools and skills to learn. Making strategies and ways of working to make learning meaningful and authentic in today's world. The "Growth in Kind Project" is the focus area which will be under the umbrella of Kindness on Purpose. The students will participate in a variety of welfare and support programs to promote anti bullying strategies, social engagement, leadership, cohesiveness and optimism.

Strategic Direction 3

Quality Learning and Opportunities

Purpose

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

Overall summary of progress

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

During Term 1 in 2017, students in Years 4, 5 & 6 again participated in lessons presented by Scope IT. The P & C were instrumental in ensuring this program went ahead by assisting with funding. It was decided that we would broaden student's knowledge of Digital Technologies by giving them a different experience to last year and exposing them to 3D Printing. The course integrated with the Science and Technology curriculum as it involved planning and designing, as well as, coding and then finally printing. This course in Digital Technology gave students the skills to become creators of technology, not simply consumers.

The Wi-Fi in Block F (Year 4 & Stage 3 classrooms) is working well with the Tablets and Laptops. The use of the Tablets with Wi-Fi access has enabled students to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas. Wi-Fi will enable new educational practices to emerge because access to the internet is no longer restricted to the computer room but can now provide unlimited access within the classroom.

2017 saw the introduction of planning for NAPLAN Online testing. Clairgate was part of the NAPLAN Online Readiness Test which was a practice before NSW starts moving from pen and paper test to online tests. It was an opportunity for our school to train teachers and allow both teachers and students to become familiar with the test platform to be used and to identify any technical or administrative issues. For the purpose of the Readiness Test only desktop computers were used from the Library and the Computer Room. The test went well and ran smoothly; we are looking forward to continuing with online testing in 2018.

To ensure our students are future ready in the 21st Century and beyond and develop their technological skills, we have utilised our eT4L allocation and supplemented with extra school funding to order 32 laptop computers. These laptops will be used in our Stage 3 classrooms and ensures that every child in the class can access a computer during a lesson.

In technology lessons students continue to focusing on Coding. Students in K–3 have been working with the technology teacher using coding programs such as Scratch and Code.org (which is an online program). Other general technological skills are continually being taught and developed such as using Microsoft Office (Word, Publisher, and Excel etc.) and Stage 2 and Stage 3 have also been using online Infographic Tools to make presentations interactive and more interesting.

In order to meet the objectives from the Sport and Physical Activity Policy for NSW public schools, Clairgate has made one RFF time dedicated to PE & Health. This ensures that student participation in planned physical activity includes time spent in physical education, sport and other structured physical activities. It also ensures that students participate in a minimum of 150 minutes of moderate to vigorous physical activity across the school week. This will continue again in 2018.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students in Years 4–6 develop their coding / 3D skills.	\$9 000	Coding successful in term 1 – continue in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Build students e-learning capacity for 21st Century learning through increasing wireless network capability.	\$10 000	Wireless through stage 3 and year 4 area.
Every student will have access to a range of academic, performance, creative and sporting opportunities to support learning and growth.		Extra curricular activities offered throughout the year – dance groups, choir, drama, sports including PSSA in winter for years 3–6, gala days, state knockouts, carnivals, and class sport programs.
In depth Sports/PE/Health instruction for all students through one session a week with sports teacher – Tom Blanch.	Sport RFF – Mr Blanch – extra – \$102 000	Sessions very successful – sport prevalent throughout the school – to continue in 2018.

Next Steps

In 2018 we will continue to offer quality learning and extra curricular activities across the school. Our Dance, Choir and Drama groups will continue, along with new opportunities in Musical Theatre. Sports opportunities continue to abound at Clairgate – with our dedicated Sports teacher teaching every class, and with continued opportunities to play sport both in and out of school – Sport Gala Days, PSSA games, Sports Carnivals and State Knockout games.

Technology will continue to be a focus at Clairgate. Years 4–6 will continue to participate in Coding and 3D printing activities with the support of the P&C and SCOPE IT. All classes will continue to work in the computer lab following a Technology Scope and Sequence Program, with teachers participating in Training and Development sessions in Technology.. Wireless systems will continue to be installed throughout the school – looking at the Year 3 block in 2018. We will also look at more making and producing of films and mini videos to promote and share class activities. This will be looked at through "Film Pond".

We will continue to promote creativity amongst students by presenting 'Art of the Month'. All staff will encourage students to explore their creativity and imagination through skills based visual arts. 'Art of the Month' aims to inspire all students to appreciate all art forms and instil an ongoing enjoyment for visual arts. There will also be an Art Exhibition in 2018.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$29 000.00) 	Improvement in both Reading and Maths levels evident in school based assessment and in NAPLAN. Comprehension levels slightly improved according to PAT results. A very exciting happening for Clairgate was the invitation for Liam Ross to say the Acknowledgement of Country at the Principal's Conference – with the Premier. This was very well received – even the Premier noted Liam's wonderful acknowledgement in her address to the principals.
English language proficiency	EALD RAM resource <ul style="list-style-type: none"> • English language proficiency (\$29 000.00) 	All EALD students working with EALD teacher – 2/3 times per week.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$140 000.00) 	90 students received extra assistance from LST teacher, SLSOs, and volunteer SLSOs.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$30 000.00) 	1 day per week release for Executive teachers to support staff, organise and run their stage teams and Strategic teams. To continue in 2018.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$180 000.00) 	Writing results improved across the school – evidenced by school assessment data and NAPLAN data.
Support for beginning teachers	\$21000	Successful mentoring with beginning teachers.
Targeted student support for refugees and new arrivals		



Student information

parents and returned to the school. It is a legal requirement that all student absences are explained.

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	220	224	226	223
Girls	170	166	177	184

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	93.5	91.6	95.3
1	93.6	93.3	92.7	92.4
2	93.7	92.9	92.8	93.5
3	94.5	93.7	93.1	94
4	94.7	94.3	94.4	92.6
5	94.1	92	93	93.7
6	91.8	93.4	91.2	93.1
All Years	94	93.3	92.7	93.6
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

Class sizes

Class	Total
KA	21
KM	21
KL	21
1_2T	24
1W	22
1S	21
2K	25
2C	24
3T	29
3CG	30
3_4G	28
4M	30
5_6A	27
5_6T	27
5_6G	25
5_6D	27

Management of non-attendance

At Clairgate Public School we recognise the direct relationship between attendance and student achievement. Attendance is recorded and monitored through the roll marking system. Regular attendance is promoted and valued by parents and staff via regular communication, monitoring and recognition of student efforts.

Students who have been absent from school are expected to bring a letter of explanation from parents or caregivers to explain their absence on their return to school. If no note is received within 3 days of the students return to school, the class teacher will phone the parent or send a letter to parents requesting an explanation. This letter needs to be signed by the

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.67
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.22
Other Positions	0

*Full Time Equivalent

We are fortunate to have an experienced staff who are very willing to take on many extra duties. We currently have 1 Acting Deputy Principal (DP) position and two Assistant Principal (AP) positions at Clairgate. The DP and APs at Clairgate have a significant role as they are second and third in charge to the Principal. They have a busy and extensive role being responsible for supervising a stage of learning, implementing certain areas of the curriculum, monitoring student welfare and assisting in the operational management of the school. They are competently assisted by 13 classroom teachers who also have many roles beyond their classroom teaching. Some of the activities teachers do beyond their normal duties include; debating, choir, dance groups, sporting teams, excursions, camps, PSSA, sporting carnivals and after school performances. The teaching staff is supported by experienced specialist teachers in the areas of Support Teacher Learning, Reading Recovery, Teacher Librarian, a Technology Teacher and a School Counsellor. All of the teaching staff, students and parents are supported by three experienced and dedicated office staff and a part time general assistant. Their roles are varied and extensive and they are vital to the operation of the school.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017 there were no Aboriginal teachers at Clairgate Public 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	20
Postgraduate degree	80

Professional learning and teacher accreditation

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

In 2017, Clairgate staff participated in the following Professional Learning Activities:

Mandatory Child Protection Training;

Cardiopulmonary Resuscitation Training;

Conceptual Planning– English; STEM, Science –Scope and Sequence;

NAPLAN Writing Criteria Assessment, Analysis and Consistency of Teacher Judgement;

Positive Partnerships/Helping Hands – Autism;

Learning Intentions, Success Criteria, Feedback/Assessment;

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

Quality Teaching Peer Observations /Assessment– Literacy and Numeracy;

Emergency Care;

WH&S Training;

Financial Training/Budgeting;

School Excellence Framework;

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	117,127
Revenue	3,491,226
Appropriation	3,244,467
Sale of Goods and Services	120,958
Grants and Contributions	123,421
Gain and Loss	0
Other Revenue	0
Investment Income	2,380
Expenses	-3,412,686
Recurrent Expenses	-3,386,586
Employee Related	-3,059,361
Operating Expenses	-327,225
Capital Expenses	-26,100
Employee Related	0
Operating Expenses	-26,100
SURPLUS / DEFICIT FOR THE YEAR	78,540
Balance Carried Forward	195,666

This year we used the School Budget Allocation Funds funds to employ an extra teacher to work with students on a specific Physical Education, Health and Personal Development Program which also enabled all staff to participate in extra Training and Development sessions in Writing and specifically Writing Criteria Assessment.. The Clairgate Finance Committee meets each term or as required to meet Financial Policy Requirements.

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,615,299
Base Per Capita	61,589
Base Location	0
Other Base	2,553,710
Equity Total	400,208
Equity Aboriginal	24,597
Equity Socio economic	189,171
Equity Language	29,823
Equity Disability	156,618
Targeted Total	37,750
Other Total	87,667
Grand Total	3,140,925

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

School-based assessment

School Writing Criteria data analysis showed 75% of students have improved in overall Writing outcomes – K–6. This will be looked at for 2018 targets – we hope to lift this level by at least 5%.

82% of students in Years 3–6 showed improvement in Reading Comprehension levels as verified by PAT results (Performance Assessment Tests). Reading Comprehension will be a focus area in 2018.

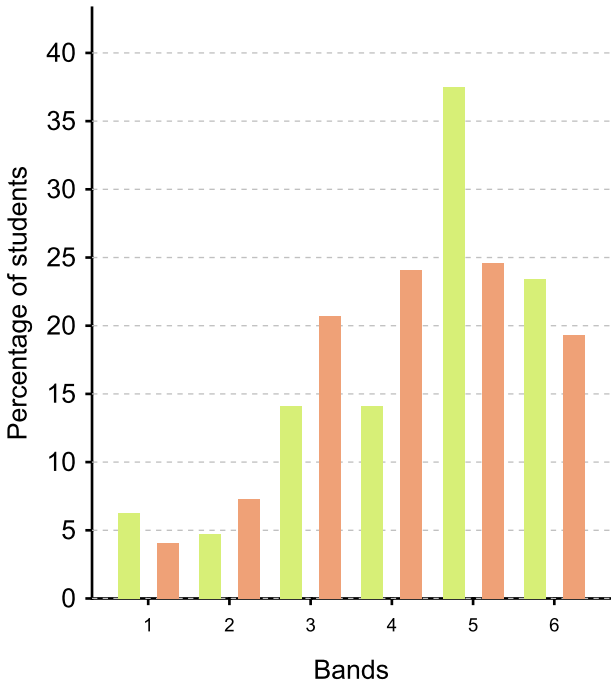
NAPLAN

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.

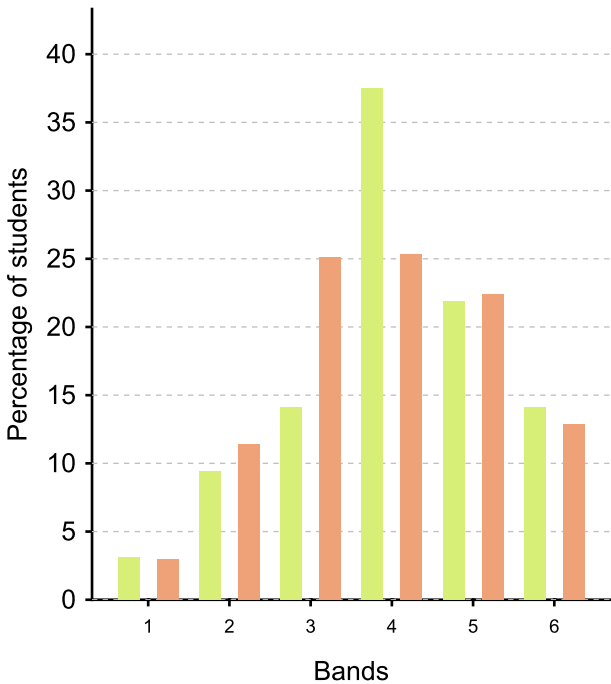
This year the overall performance of year 3 students was below the state average in Reading, Writing Spelling and Grammar, however the data shows that there was substantial improvement in Reading, Grammar and Punctuation compared with previous years' results. The overall performance of year

5 students followed the same pattern, with Reading, Writing, Spelling and Grammar below the state average. The good news for year 5 was that the growth in student's results from year 3 to year 5 was above state average in all areas.

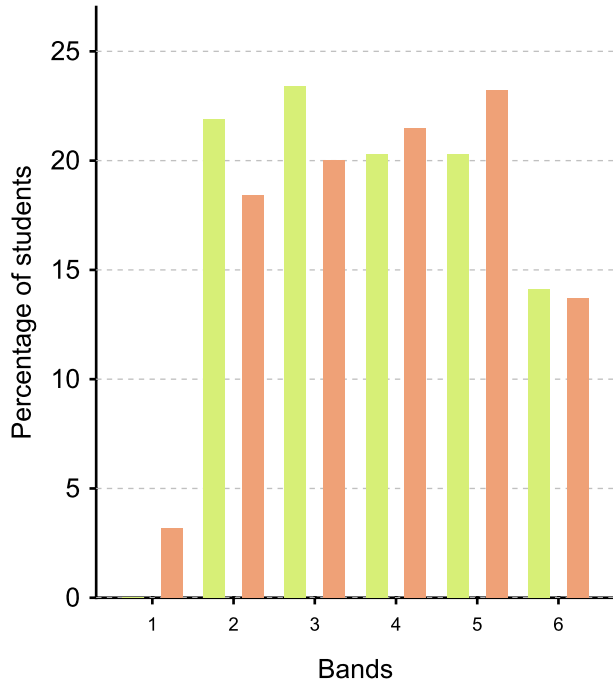
Percentage in bands:
Year 3 Grammar & Punctuation



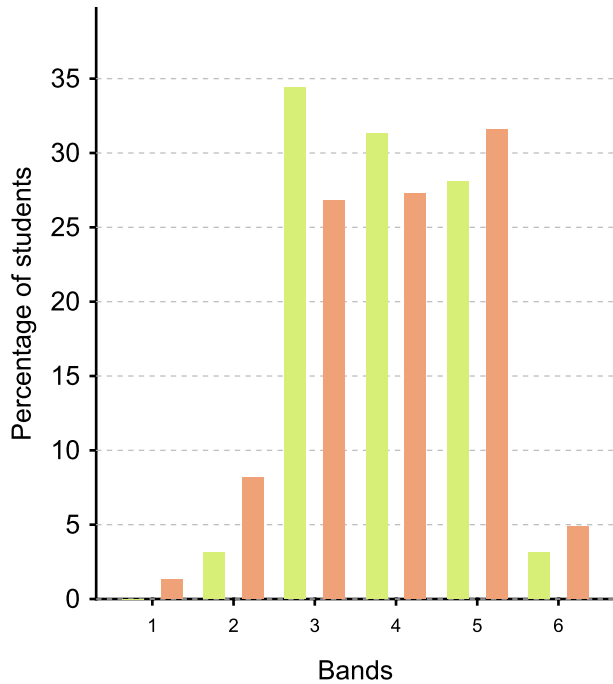
Percentage in bands:
Year 3 Reading



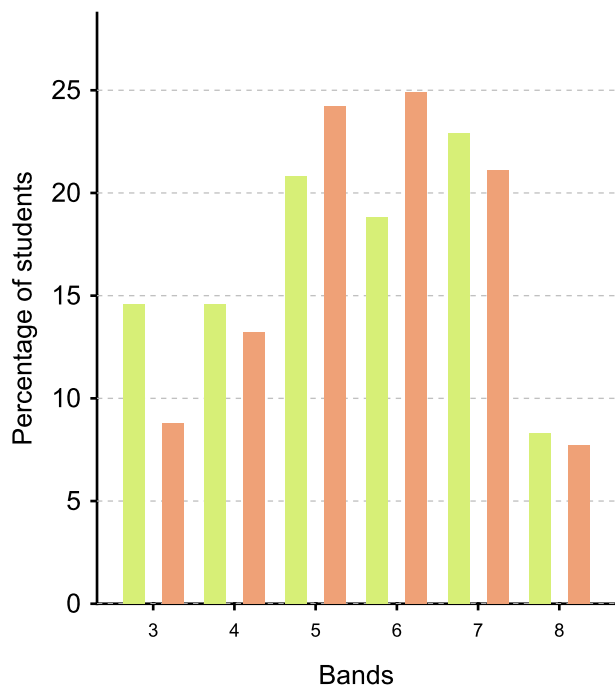
Percentage in bands:
Year 3 Spelling



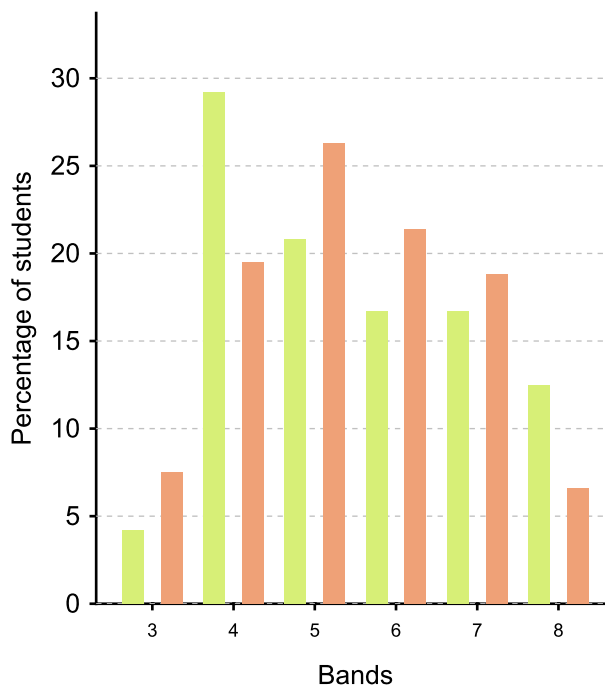
Percentage in bands:
Year 3 Writing



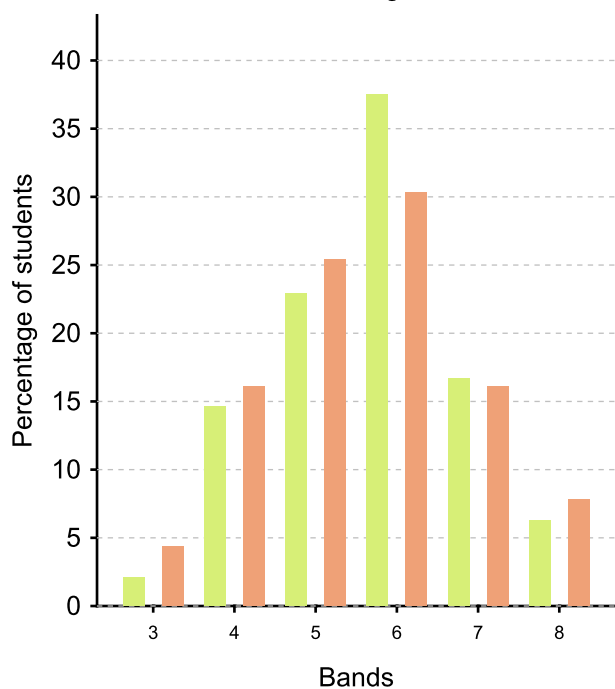
Percentage in bands:
Year 5 Grammar & Punctuation



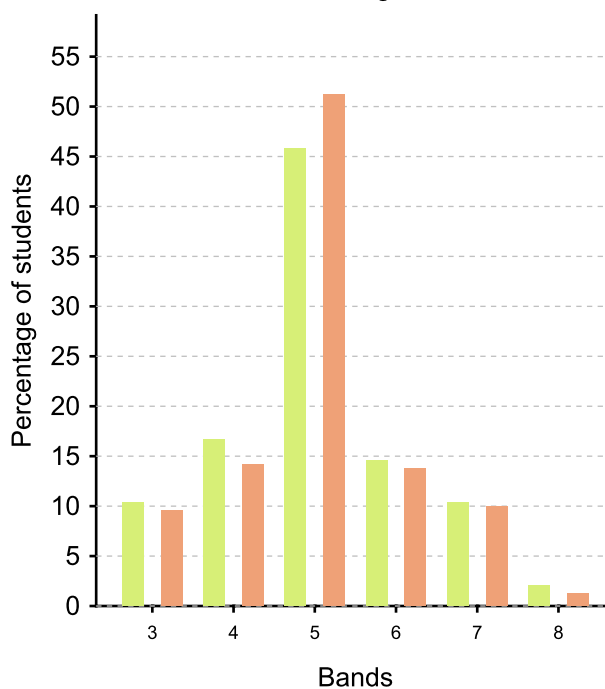
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Both year 3 and year 5 results in Numeracy were below state average, but showed substantial improvement when compared to previous years' results. The average growth between year 3 and year 5 was above state average in all aspects of Numeracy.

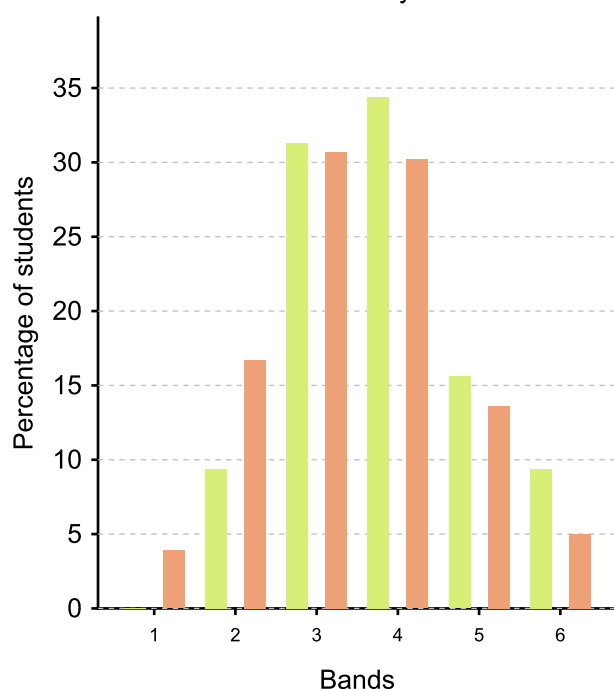
Parent/caregiver, student, teacher satisfaction

Parent Survey Responses – 2017

We had a parent survey sent out around the middle of the year – all responses listed below:

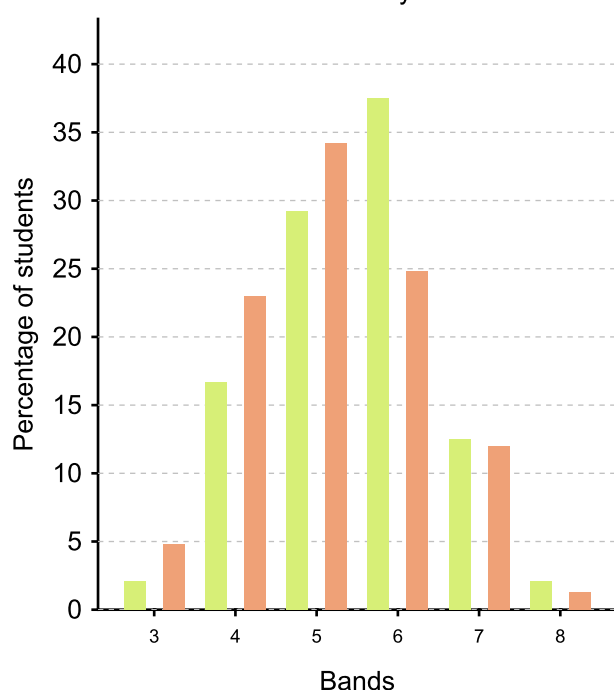
I am very appreciative of the extra effort our teachers give to the school – camps, dance, sport etc. Thank you. The office staff are always very helpful. Mrs Younan and the helpers in the canteen do a wonderful job. Thanks again. We have thoroughly enjoyed our almost 7 years at Clairgate. Thanks Mrs Lawrow. Encourage children to develop a communication system with parents like student diary. Stimulate their thinking by promoting for their creativity. The variety of learning subjects and materials to cover a wide area of children's interests is important to achieve this goal. Teachers are great. As a school on a whole, Clairgate is truly wonderful. However I believe that the children's privacy needs to be adhered to and respected more by parents who believe it's ok to record the children during certain events when it has been made clear that they are not to. Also there seems to be a break down in transition between the office and the teachers or somewhere along the line as receipts and confirmation of payments are being issued to parents who have made payments at a later date while those who have made payments much earlier are left waiting and chasing it up. Thank you. My child would be more happy if teachers didn't say not to dib dob, I have taught my child not to act on something to always tell an adult who's in charge. I understand sometimes the reason may be silly but I still want my child's words to always be heard when in someone else's care. I feel I have to be glued to Facebook to get information, I don't always have Data or the time to look at internet info. I would prefer a note at all times, and that it's understandable as well as handed out at the same time as other classes without excuses that the teacher didn't have time or forgot. Would like my child's teacher/previous teachers to be more strict on home readers without myself having to be the one ALWAYS chasing up on it. Also: My child looks forward to bringing home a library book each week sometimes this doesn't come home due to the teacher forgetting to hand back out or the Library teacher not being there on library days Also: Homework doesn't always get marked. Mychild is beginning to feel like it's not needed to be done because of this reason. CPS is not strict on privacy. I hope this year COP proves me wrong. Previous years I have seen parents recording their own child's class COP etc after being told NO RECORDING is allowed. (Last year this was done in/near the front row where everyone behind could see this parent recording their child's act and nothing was done, this parent even continued to record her other child's act and still nothing said). I would like more teacher contact, feel like you have to book an appointment. I feel the kids that are above or below get more attention than the kids just sitting in the middle of the learning curve. The school seems very sport focused this year, would like to see a music program introduced replacing a few terms of library. Love the staff and every teacher I have engaged with are amazing. A good leader with

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.

great teachers creates an amazing school. Keep up the amazing work. Maybe engaging the children in more challenging education. The teachers' commitment is exceptional and the communication between parents and the school is great. It will be a good idea if the classroom teachers are more strict on homework. Bullying is in her classroom. The grounds are un-kept and gardens lack care. It's not a very warm entry from any gate compared to other local schools. I heard it's the school's 30th year but there's been no mention of it or anything being done to celebrate. Communication has been an issue for too many years. Seems like no hope or care in improving. Thank goodness for the family Facebook page. Teachers are always approachable. Some substitute teachers are very disappointing. They have them waiting outside the class 5 mins before the bell goes. They seem to fill in the day rather than teach. The way the school communicates should be addressed. The app was meant to be the answer, but it made things worse due to information rarely being entered or updated. Unfortunately it wouldn't matter if the school had every social and communication app available, the data being entered to begin with is the problem, it's often wrong and isn't consistent from newsletter to app to website. Ms Whalan and Miss Grace are wonderful. I'm very pleased with Clairgate! The most pleasing thing I experience is the communication and support. Keep up the good work. I find the classroom dark. The teachers are awesome! I think some of the equipment used is from when the school opened. The lack of communication at the school is shocking! Also the app never works. Communication is the main issue. I feel our child is supported by the staff and teachers. They genuinely care what happens to him and take the time to follow up on issues and problems we have. I have nothing but praise for their efforts. Uniforms are very tacky. Too many shades of brown, sloppy looking & the hats are an awful colour. Outside of school, Clairgate's uniform shows no school pride compared to modern uniforms from other schools. Staff are very dedicated. The uniform needs to be looked at. Hats, shirts, sports uniform. Surely there is a better design and shade of colour. The year 6 jackets and shirts look more presentable. There seems to be an obvious expectation to achieve however an inconsistency in rewards or acknowledgment. Inconsistent communication. Notes for some items and not others, some notices on the app but not all. Often info is provided on a community facebook page in a clearer and more punctual format than what the actual school provides. My child does not always feel challenged. He feels bullied occasionally and needs to work on his resilience. I do find that that Mrs Linnert (KL) is ABSOLUTELY BRILLIANT. The school calendar rarely has up to date information, such as the athletics carnival, Easter Hat Parade. The parents face book page covers some gaps, and not all notes make it home or in time. Very happy. The teacher goes beyond the job to ensure they feel included in everything. I suppose he's doing well.. I don't know if we've reached a premature closed off, adolescent phase that only demonstrates itself when I ask "what did you learn in school?", or the classroom is a cerebral wasteland. I get nothing from this kid. He seems to be doing well. I remember dial-up internet. The school expects my child to do their best – me too.

He loves the place. Thanks for the job well done :) My eldest is in a very large class and so the teacher does her best, but with the size of the class it would be unreasonable to expect her to achieve the exceptional standards that she would be capable of with an appropriately sized class. Both of my children are diagnosed with ASD, and whilst Clairgate is exceptionally good at providing for their needs, they still have their own emotional issues to deal with. We greatly appreciate the teachers and aides at Clairgate, and the love and care they provide for our children. For them, it is about more than just achieving goodmarks and learning the syllabus, and this makes Clairgate not just a place of academic development, but personal, social, and community development. Why is sport not being played every Friday? Not happy that there is not enough physical activities being done. Term 2 was much better than Term 1. The home reader books are falling apart. Communications are often few and far between. Could do with a wider variety of home readers. I do voluntary work in the classroom and the teacher holds the class lesson so well. A real credit to the teacher – Mrs Murray. School is well-equipped and all resources are in good working condition. Teacher has high expectations for the class, very consistent with her approach to all the kids. Great extra-curricular activities provided by the school. I believe a school that maintains a uniform to a high standard reflects how a school maintains all standards. There is a variety of uniform options, but nevertheless a uniform! Very consistent with rotation so all children have equal learning. My child loves school – great first experience for her in Kindergarten. Definitely made the transition easy. Good newsletter, great reminder with notes. Consistency in all messages. Very approachable teacher. I love her honesty and you can tell Mrs Murray only wants the best for the children. My daughter comes home and teaches me things about what is happening in the local community. I am surprised on a regular basis on what she knows, when asked "how do you know that" she tells me Mrs Murray taught us" she goes above and beyond day to day basic teaching. Overall I am very pleased with the school and my daughter's teacher Mrs Murray. I observe other teachers and their behaviour towards children and the environment around them and I can honestly feel a genuine and positive culture around the school. Always see friendly teachers talking to other friendly parents. The school has a very family orientated feel and I look forward to many more years at the school. Keep up the good work Clairgate. Communication isn't the school's strongest point. An events and important dates coordinator would work well. Miss Attinger is worth her weight in gold. Keep her!!!! Uniform selection for winter is pretty poor. After seeing a friend's school uniform (Blackwell) they have winter long sleeve polos, 3 types of jackets that cater for the cool days to the freezing days, warmer pants for girls and girls actual shorts for summer. I then noticed that all the local schools have better uniform choices. We know we will always be trees but at least expand the range to ensure the kids are catered for a bit better to keep cool or esp warm. A nice lined jacket or the parachute material jacket or pants or those baseball style jackets. Extra work in areas when requested would be great if work they are being given is too easy and doesn't challenge them. More outdoor activities, for example learning

outside, and more learning through being active would be great. I would like to see more reward for students. I find it's the same children rewarded all the time. I would also like to see more fun brought back into school, for example there are no participation awards given to all the children who attended the athletics or cross country events. It can't be that hard to give all students a ribbon on the day and then a special assembly to recognise winners as we already do. More school fun days, active learning so students learn through being active, for example learning to count by seeing how many times they can bounce a ball or throwing back and forwards to each other counting out loud. I would like to congratulate you on all your staff at Clairgate. Without the exceptional teachers we have encountered at Clairgate, our children would not have made the gains they have since coming to Clairgate, nor have had the opportunities such as the dancing troupe, and other programs offered by Clairgate. Thank you for your commitment to my children and all the others at Clairgate.

As you can see we had a great response to our survey – thank you to all who responded. I have addressed many of your concerns – most notably the communication concerns. We did have some people raise bullying concerns – I do encourage all instances of bullying to be brought to the teacher's attention immediately so they can be dealt with swiftly. I am happy to discuss any concerns you may have – and will continue to respond to these concerns where possible. I love the spontaneous accolades to our wonderful teachers – I agree– we do have awesome teachers!



Policy requirements

Aboriginal education

The final goal the Strategic Team worked towards was that all students have access to and participate in Aboriginal education to develop self-awareness and

build positive relationships within the school and Aboriginal community. This was achieved by the ***Focus Area of Aboriginal Connections***. All Aboriginal students had Personalised Learning Pathways developed with their teachers, and their parents. The whole school community continued to build cultural understanding and connections by having Aboriginal Perspectives embedded into their curricula and the class educational programs.



Multicultural and anti-racism education

The school continues to incorporate multicultural education by including a multicultural perspective in units of work for all students and coordinating multicultural activities with arts, crafts and support from parent groups. We celebrated Harmony Day this year with posters and a Mufti Day. This year we taught anti-racism lessons across the school. Classes were involved in discussions and making posters about racism and why we must all be caring and tolerant towards all.

Other school programs

Sport

Students at Clairgate performed very well in the sporting arena during 2017. Our school had a large number of students gain selection in the various St Marys District and Sydney–West teams.

Clairgate continued to participate and succeed in the local St Marys PSSA interschool sport competitions for winter season during Terms 2 & 3. School teams were selected to represent Clairgate for rugby league, boys soccer, girls soccer, netball and AFL.

Due to the cancellation of our usual Summer PSSA competitions, our summer sport program (Terms 1 & 4) consisted of in-school primary classes taking part in weekly Friday sessions. These sessions involved the teaching, practice and playing of the various sports traditionally covered in previous Summer PSSA programs. The sports involved included cricket, softball, Oz Tag and T–Ball.

We also entered teams in the NSWPSSA state knock–

out competitions for netball, soccer as well as boys and girls touch.

Our school also participated in this year's Paul Kelly Cup AFL competition as well as the Western Wanderers Soccer carnival. All (K–6) students participated the Backyard League Footy Clinics organised by the NRL Junior Development team. Clairgate also had 50 students compete at this year's League Tag (OzTag) Gala Day. At this carnival, two of our four teams came in equal 3rd place out of twenty teams!

Clairgate also held very successful school carnivals for swimming, cross-country and athletics. From these carnivals, squads were selected to represent Clairgate at the various district, regional and state championships for each of these sports. A definite highlight was Clairgate being crowned Champion School at this year's St Marys District Swimming Carnival.

An inspirational highlight of this year was Prayaag Sharma. Prayaag is a wheel chair bound student at Clairgate who has participated in most sport activities, carnivals and weekly Health/PE lessons at our school. He also thoroughly enjoyed attending the Penrith Multi Sports Day, which caters for local students with a range of disabilities.

A new and successful initiative this year was all (K–6) classes receiving one hour Health/PE tuition each week from our school RFF Teacher and sport organiser (Tom Blanch).

Finally, Clairgate's Sportspersons Of The Year were Ashton Howat (Boys) as well as Jada Taylor and Tayleah Pasili (Girls).

Clairgate's St Marys District PSSA representatives for 2017 are as follows:

AFL: Robson Ward, Braydon Courtin, James Leo, Brock Gloster

Basketball: Cruz MacIister, James Leo

Rugby League: Jake Aarons, Jesse Dibou, Jenovic Tubashiku, Jace Morris–Lardner, Kai Pratt

Soccer: Katelyn San Esteban, Paige Morrison, Sarah Selfe, Leilani Blake, Bianca Lemos

Softball: Jack Histon, Joel Zammit, Katelyn San Esteban, Paige Morrison, Sarah Selfe, Leilani Blake, Bianca Lemos

Touch: Kai Pratt, Jesse Dibou, Ashton Howatt, Jada Taylor, Tayleah Pasili, Jemm Horton

Netball: Tayleah Pasili, Jada Taylor

Swimming: Ashleigh Becroft, James Fenter, Rory Hayes, Billy Higgins, Jack Histon, James Leo, Grace Manning, Isabel Manning, Delynda Pilbin

Cross Country: Jack Histon, Jada Taylor, Navreet Sandhu, Cohan Bonanno

Athletics: Dean Cardoso, Ashton Howatt, Steven Fransses, Jack Bowers, Isabel Manning, Jesse Dibou, Mikayla Boylan, James Leo, Cameron Blake, Joshua McGeorge, Matthew Bell, Jake Aarons, Jenovic Tubashiku, Mitchell Perry

Clairgate's Sydney–West Area PSSA representatives for 2017 are as follows:

Swimming: Billy Higgins (9yrs 50m Freestyle)

Boys Touch: Ashton Howat

Girls Touch: Jada Taylor, Tayleah Pasili

Basketball: Cruz MacAlister

Junior Choir

"As long as we live, there is never enough singing."
Martin Luther

During Junior Choir for 2017, students from Kindergarten to Year 2 at Clairgate Public School participated in a variety of different performances. They learned two songs this year, which we performed for many audiences. First, *In Summer*, from the popular Disney film *Frozen*. Students enjoyed telling the story of Olaf to a slow jazzbeat, as he dreams of relaxing in the summer. Second, *Let's Go Fly a Kite* from the musical *Mary Poppins* which the children were familiar with and enjoyed singing.

This year Junior Choir represented our school at the Westfield Mount Druitt Shopping Centre for Education Week. They also performed at our school's Open Day, where parents were able to sit and watch them perform. We also performed twice during our school's annual concert Clairgate on Parade. Finally, and most recently, we performed at our Kindergarten Open Day for 2018, showcasing the incredible hardwork and dedication of these students to prospective parents for next year.

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

Dance

The Clairgate Junior and Senior dance groups approached 2017 with an energetic spirit that once more saw them deliver exceptional performances during the year. All students were hardworking, dedicated and focused on doing their best at every performance.

There were many highlights for our Dance Groups this year. Our Junior Dance group found something magical about life "Under the Sea". The amazing costumes brought to life the many sea animals from beneath the ocean. The students range from Kindergarten to Year 3 and performed for audiences at the STEPS Music Festival, Education Week, Nepean Blue Mountains

Dance Festival and Clairgate on Parade.

The Senior Dance group brought back memories of the schoolyard with a rendition of “School Days”. Looking very bright in wonderful red tunic school uniform costumes, they delivered a high energy performance that had audiences mesmerised. The students range from Year 4 to Year 6 and this year performed at the STEPS Music Festival, Education Week, Nepean Blue Mountains Dance Festival and Clairgate on Parade.

Both dance groups were also very lucky to be able to be involved in a surprise Ballet Workshop at school. The Australian Ballet’s education program conducted a workshop that focused on collaboration and teamwork, while flexing students’ creativity and connecting with other students through a shared positive experience.

Visual Arts

2017 saw the return of Art of the Month. Each month artwork produced in the K–6 classrooms is showcased. From these artworks one is chosen to be framed and displayed permanently at Clairgate Public School. Students develop knowledge, skills and an understanding in appreciating their own artworks and those of others in line with the aims and objectives of the Visual Arts Syllabus.

Our School also enters artworks into Operation Art. Operation Art is an initiative of the Children’s Hospital at Westmead in association with the NSW Department of Education. Up to 50 art works from all over the State are chosen to be permanently displayed at the hospital and also travel around regional areas to be showcased at various art galleries. This year we sent the following student’s artworks: Bianca Lemos (5/6H), Jessica Ghananim (2C), Makayla Borg (5/6H) & Bareerah Nadeem (1S). Jessica Ghananim’s artwork was one of 60 selected for a Paw Pick Award, these are used as teaching ideas for teacher professional learning. The standard of student work selected for Operation Art was outstanding, reflecting the strength and quality of Visual Arts in our school.

Technology

Clairgate recognises the importance of innovative technologies as a way to build capacity for teaching and learning. The technologies used in the school are authentic and relevant to our learning community. Technology is helping students learn as they often relate to animation, sound and images more than just the written word. Our school is always trying to find ways to create a rich multi-media environment so that students can access information in a way that makes learning more worthwhile and interesting.

Significant initiatives to support students in their learning have included continuing computer lessons for all classes K–6 once a week and introducing students to all the Microsoft Office programs, learning coding via a program called Scratch, having the people from Scope IT in Term 1 work with our students in years 4 to 6 to program for 3D Printing and implementing the

Lenovo Tablets into Stage 3 classrooms to enhance student learning across the curriculum. Students in Stage 2 & 3 have also been introduced to Glogster – a cloud-based platform for creating presentations and interactive learning. This platform allows students to combine text, images, video, and audio to create an interactive, Web-based poster called glogs on a virtual canvas. Ipads and beebots are readily used across the school to support students in their learning and understanding of various concepts across a number of Key Learning Areas.

Clairgate continues to use a range of strategies including investing in infrastructure such as extending the wireless network around the school, purchasing student laptops, continuing with outside resources such as Scope IT and ongoing professional learning to ensure our students develop technological skills for the 21st Century.

Debating

Debating in the STEP’s community has changed to the Premier’s Debating, which means students are given three topics before the debate to prepare – both affirmative and negative sides. On the day, students draw a topic then a position, and are given 40 minutes to prepare.

This year the Clairgate debating team has comprised four Year 6 students and four Year 5 students, with a mix of both boys and girls. The team was: Year 6 – Paige, Sarah, Jodie, Koray, and Year 5 – Layla, Leilani, Liam and Yousof.

These students have attended workshops at STEP’s schools and these have been very productive and worthwhile experiences. They have also participated in debates against other schools and have been highly successful in their results and the feedback from the adjudicators. The Year 5 students have been exposed to the training and experiences this year, and will be part of the team again in 2018 to share their knowledge and help carry the team forward.

AFL

The Clairgate AFL teams have participated in the Paul Kelly Cup competition in Term 2 and the local PSSA competition in Terms 2 and 3. The Paul Kelly Cup team was comprised of Stage 3 students and they attended a round robin competition at Penrith against other schools in the Penrith district. They played three games in their pool and were undefeated. In the final they narrowly lost by 3 points and were runners up for the district. It was a terrific day, the students displayed exemplary behaviour, and it was great to have the parents and community involved in the experience.

The Paul Kelly Cup team was: Brayden, Bowen, James, Dean, Joel, Lachlan, Jared, Cruz-Jaxon, Liam, Brock, Rory, Jesse, Steven, Prestyn and Robson.

In the local PSSA competition, the senior team won all their games except for one, the junior team showed

excellent development and only lost three games for the season. 2017 was a very positive year for the AFL team, and the development of the junior side bodes well for the future.

Seniors: Brayden, Robson, Joel, Liam, Riley, Lachlan, Prestyn, Rory, Steven, Kyle, Dean, James, Bowen, Koray and Kendrik

Juniors: Morgan, Blake, Riordan, Jordan, Czarlee, Tolga, Joshua, Dane, Thomas, Kingston, Ryder, Blake, Zane, Ben and Eli

Peer Support

During 2017, the K – 6 Peer Support Program (SMILE) continued. The Peer Support program provides a fun and engaging environment for the students to address social issues. The modules are designed to deal proactively with life experiences. The program promotes well being, positive relationships and a sense of responsibility.

This year's focus was 'Promoting Harmony' – a module which focuses on values. This module helped define individual and community values, build relationships and improve decision making skills.

In each Peer Support session, trained Year 5 and 6 leaders, supervised by a teacher, facilitate structured activities with multi aged groups of approximately 12 students. Briefing and debriefing sessions, led by teachers, take place before and after each session. The modules consist of 9 x30 minute sessions conducted weekly, once a year.

Premier's Reading Challenge

In 2017, all K – 2 students completed the Premier's Reading Challenge and received certificates.

In the years 3 – 6, 21 students completed the challenge. Krystal Tonks and Byron Hungerford were awarded Gold Certificates for completing the challenge for four consecutive years.

Book Week/Book Fair

During 2017, a successful book parade and book fair was conducted. Clairgate PS received approximately \$1900 in commission from book sales.