Claymore Public School

Annual Report

2018

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Introduction

The Annual Report for **2018** 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.

Our school community proudly showed their confidence in our school, with 95% of parents/carers, 95% of staff and 87% of students providing feedback in end of year surveys that they are highly satisfied/satisfied with our school's performance.

Some of the school's key achievements in 2018 include:

- Successful implementation of our new three year plan with a committed focus on our strategic directions of Quality Teaching and Learning, Strong Community Partnerships and Enriched Opportunities, and making growth towards achievement of all set improvement measures.
- Continued improved academic results as evidenced by NAPLAN data over time. 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), and as part of this our school became a Kindness on Purpose school, effectively implementing initiatives to teach students the importance of empathy and kindness;
- 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 varied extra curricula opportunities for students such as Art Club and Science Club; and
- Increased involvement of parents/carers in their child's learning through successful implementation of the Seesaw App and Three Way Learning Conversations.

In 2018, particular notable highlights included:

- Implementation of our new school uniform, with great support from our whole school community;

- Official opening of our Yarning Circle to support our Aboriginal Education programs, resulting in a wonderful celebration of culture;
- Implementation of two highly successful sharing and consultation evenings for parents/carers with approximately 50 people in attendance, providing increased opportunities for community feedback to support school planning processes;
- Showcasing of our school and giving back to community when marching during NAIDOC Week in Campbelltown, performing at Eagle Vale Marketplace and visiting a local nursing home;
- Implementation of a highly successful school concert that united students, staff and community and showcased our students' skills and talents in Creative Arts.

The ongoing success of the strategies being implemented by the school is supporting the achievement of the school's 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, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Lisa Porter

Principal

School background

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 357 students P–6, including 65 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 13% of students identify as Aboriginal and Torres Strait Islander. The school has an ICSEA (Index of Community Socio–Educational Advantage) of 888 and FOEI (Family Occupation Employment Index) of 160.

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 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 and evidence gained throughout the year.

This year, our school undertook self–assessment using the School Excellence Framework – Version 2. This updated 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.

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

The school's *learning culture* continues to be a strength at Claymore Public School with a focus on the school sustaining and growing its practices. The school caters for diverse and varied student needs within mainstream, support unit and preschool settings, and ensures a strong focus on meeting the needs of the whole child, through differentiated and personalised teaching and learning experiences. There is a demonstrated commitment within the school community that all students make learning progress. The school analyses information to support students' successful transitions and collaborates with parents to ensure that students are successfully supported at transition points. Student attendance data is analysed regularly, and whole school and personalised attendance approaches are used to improve attendance rates for all students, including those at risk.

Claymore Public School embraces a focus on student **wellbeing**, with a strategic and planned approach to implement whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The school's Positive Behaviour for Learning systems 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** is a priority at Claymore Public School, and the school consistently implements an integrated approach to quality teaching, curriculum planning and assessment. The ongoing 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 and high expectations for student learning. There is a continued focus on ensuring that teaching and learning programs are dynamic with evidence of revisions based on reliable student assessment, continuous tracking of student progress, and reflection on teaching practices.

There has been a strategic focus on strengthening **assessment** practices at Claymore Public School, to ensure that consistent school–wide practices are used to monitor, plan and report on student learning across the curriculum. 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. In 2018 teacher professional learning focused on supporting teachers to routinely use formative assessment to inform their teaching, adapt their practice and meet the learning needs of students. 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.

With a continued focus on **reporting** practices that are clear, timely and accurate, Claymore Public School is currently excelling in this area. The school uses a centralised system for analysing and reporting on data on student and school performance and uses this data to inform collective decisions about student learning, aligned with improvement measures in the school plan. The school's reporting practices have been extensively updated in collaboration with staff, students and community. Student reports combined with Three Way Learning Conversations support parents/carers being informed and engaged in the learning progress of their child. Reporting practices are continually being enhanced in response to feedback received, with an evaluation of current practices due to take place next year.

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. Teachers identify growth targets for individual students, using internal progress and achievement data. The school also uses internal and external assessments to assess student progress and achievement against syllabus outcomes.

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

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 to support **effective classroom practice**. With the support of the instructional leadership provided by the school's leadership team, teachers are focused on providing high–quality feedback to students, and the use of learning intentions and success criteria is a key feature in all classrooms. Explicit teaching is also integral to teaching and learning programs with teachers using a range of explicit strategies to explain and break down knowledge. Classrooms and other learning environments are well managed within a consistent, school–wide approach to behaviour management and student engagement.

Claymore Public School has an ongoing, rigorous focus on **data skills and use**. Student assessment data is regularly used 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, staff demonstrate a personal responsibility for maintaining and developing their **professional standards**. Every staff member in the school is supported to develop and implement a yearly Professional Development Plan (PDP) with goals aligned to their professional needs as well as the directions of the school. Teacher's PDPs are supported by a coordinated whole school approach with instructional leaders supporting the development of each teacher's practice based on the Australian Professional Standards. Whole school analysis of the teaching staff identifies

strengths and gaps, with planning in place to build capabilities and source teachers with expertise to match student needs. The school's professional learning model is focused on ensuring that teachers are proficient in their teaching of literacy and numeracy to students at all levels of achievement, and across all subject areas.

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. 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. A flexible timetable that facilitates additional time for teachers to support the achievement of their PDP goals was a key feature of the professional learning model this year.

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

The **educational leadership** team at Claymore Public School maintains a focus on distributed instructional leadership to sustain a culture of effective evidence–based teaching and ongoing improvement. The recruitment of high–quality leaders in order to implement visual leadership that is strategic, supportive and professional, has been a key to the school's sustained and measurable whole school improvement. All school leaders have purposeful roles based on their professional expertise, and there is a focus on maintaining a culture of high expectations and community engagement. 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 within 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. The leadership team deploys teaching and non–teaching staff to make best use of available expertise to meet the needs of students. A creative approach to the use of the school's physical environment ensures that learning spaces are used flexibly to support a broad range of student needs, with spaces creatively utilised for cooking, science and art lessons, as well as focus groups such as Koori Club. Technology is used effectively to enhance learning and service delivery, with plans for updated technologies and additional professional learning planned for 2019. 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.

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. There is a whole school approach to improving service delivery and parent/carer and student experience. Community consultation has identified that the school's communication practices are highly regarded and appreciated by the community. The leadership team measures community satisfaction through yearly surveys and its Community Consultation Evenings and regularly shares its analysis and actions in response to findings with the whole school community.

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 Learning

Purpose

It is essential that every student has access to quality teaching and learning to equip them with knowledge, skills and understandings to become confident and proactive citizens who embrace opportunities, contribute positively to society and lead successful lives. It is essential that every teacher is supported to implement quality teaching and learning which is underpinned by moral purpose and rich pedagogy, through the provision of quality focused professional learning that is evidenced–based, differentiated and highly supported.

Overall summary of progress

Early Action for Success in K–2 continued to be implemented under the leadership of the Instructional Leader K–2, with a focus on comprehensive data analysis practices to support explicit teaching at point of need particularly in Writing and Working Mathematically. Extensive professional learning was provided for all teachers K–2, with the key areas including: Building Numeracy Leadership, the implementation of the Learning Progressions and L3. Intensive intervention programs were delivered to students at risk, utilising school learning support officers, based on comprehensive analysis of data. This support focussed on the implementation of Individual Learning Plans for targeted students.

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. An extensive professional learning was provided in Mathematical reasoning through the Building Numeracy Leadership initiative. This professional learning provided a team with additional skills to lead numeracy programs across the school. This leadership team supported enhanced teaching practices and student outcomes in the area of number sense and working mathematically. PL in the teaching of English and literacy across the curriculum was provided by Jann Farmer–Hayley (JFH) Consultancy. This included on class lesson observations and professional conversations focussing on improved teacher practice which led to improved student outcomes in writing. The school's 'Whole School Data Processes' continued to be implemented which supported a continued explicit and systematic approach to data collection and analysis. These processes resulted in further data analysis practices to drive professional learning, focused teaching and learning and allocation of support to ensure student growth in literacy and numeracy. School executive evaluated the school's NESA compliance in the area of programming and a process is in place to ensure that standards are met. Most syllabus scope and sequence documents were evaluated and updated for inclusion in the school's Core Curriculum. Classroom walkthroughs were held during term 4 to provide the school with data around the use of visible learning strategies within classrooms.

The continued employment of a specialist technology coordinator enabled the implementation of school–wide technology support, an update of the school's ICT infrastructure, and design of an action plan to support current and future ICT needs. IWBs, laptops and IPads for student and staff use were updated across the school. Students had access to coding and robotics workshops provided in collaboration with the local high school as well as during after school Science Club. 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. A highlight of the year was the building of a Yarning Circle within the school's playground in collaboration with local elders, Campbelltown Council and a local artist. A moving Opening Ceremony for the Yarning Circle was held during the school's NAIDOC Week celebrations, bringing the community together in celebration of Aboriginal people and culture. The implementation of the Opportunity Hub cultural program continued to support students' understanding of and connection to their cultural background.

School executive undertook professional learning to support leadership practices and program development in the preschool. The Quality Improvement plan was updated utilising the Guide to the National Quality Framework with an emphasis on teacher critical reflection. Documentation processes were reviewed and the updating of these processes commenced. Open days were held to showcase elements of the preschool program. 3 Way Learning Conversations were held in Term 1 and Term 4 to enhance preschool reporting processes.

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 Literacy and Numeracy benchmarks (Reading, Writing and Number) as evidenced by school based and external data (NAPLAN – decrease in lower and increase in the higher 3 bands in years 3 & 5).	$680 148 – Equity Funds $8064 – Literacy and Numeracy funds $189 267 Low Level Adjustment $65 877 Funding Support & USS Funding Funds to support Aboriginal students – see below Funds to support EALD students – see ELP Funds to support EAfS – see below Funds to support Beginning Teacher – see below	While all students are making individual growth in all areas, progress towards this improvement measure is inconsistent. A factor impacting on school based data was the introduction of the new literacy and numeracy progressions to support teacher judgement. Benchmarks are now calculated using student report data. Areas that have started to show improvement include Year 4 writing and Year 6 reading, writing and number. NAPLAN data is also inconsistent across different areas. A notable improvement is the increased percentage of Year 5 students achieving higher bands in reading and writing; an increase from 8.6% to 17.2% in reading, and 11.4% to 20% in writing
10% improvement of students meeting EAfS benchmarks in Reading, Writing and Number.	$127 418 Early Action for Success (EAfS) $31 854.50 Equity	K–2. Data shows an increase in one area only – Year 2 writing. There has been a small rise in students who have attained lower than benchmark across all three areas. These results have highlighted the need for focussed work with LaST teacher and implementation of TEN by SLSOs.
An improvement in the authentic use of a range of technologies to enhance student learning.	$39 187.50 School Operational Funds $30 000 Equity	Data has not yet started to show an increase in this area. This has highlighted the need to focus on the updating of technology and an increased focus on professional learning to support the authentic use of technology within class programs in 2019.
Increase the percentage of Aboriginal students achieving and/or exceeding expected grade level benchmarks in Reading, Writing and Number.	$42748 Aboriginal Background Funding	School based data shows that results for Aboriginal students have improved in a number of areas. The most notable is the increase in students in years 3–6 achieving expected benchmarks in reading and writing; from 58.8% to 87.5% in reading, and 29.4% to 62.5% in writing. Another notable increase is the percentage of K–2 students achieving expected benchmarks in writing; from 38% to 51%. The percentage of Aboriginal students who achieved at or above minimum standard in NAPLAN results has increased in all areas for both Year 3 and Year 5 students.
An improvement in the daily teaching practice of critical reflection, informing intentional teaching to effectively cater for children's needs (within the Preschool).	$8000 Equity	Teaching programs have evidence of beginning examples of reflection driving teaching. This has been a focus area for professional learning this year.

Next Steps

- Using Spirals of Inquiry model for 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 using the National Learning Progressions, 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;
- 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 implemented by LaST teachers;
- Implementation and modifying of 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 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;
- Enhanced practices in personalised learning, with a focus on literacy and numeracy, for Aboriginal students.
- Targeted support and professional learning provided to teachers and students from Speech Pathologist to enhance teaching and learning outcomes and student achievement, and
- Targeted Numeracy professional development to develop a deep knowledge and understanding of the big ideas in Mathematics.

Strategic Direction 2

Strong Community Partnerships

Purpose

Strong community partnerships are a cornerstone to building schools of excellence, where there is a thriving culture of learning and improvement to the benefit of all members of the school community. It is essential to foster engagement, developing positive and respectful relationships across the school community, promoting shared ownership and partnerships towards common goals. Educating the community equips them with skills, builds confidence and empowers them to engage positively and successfully with society, and in turn, supports students' development of strong identities as aspirational learners.

Overall summary of progress

The continued 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, enabling 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. A focus on consistency of implementation in 2018 increased the opportunities afforded to parents and carers to share in their child's learning.

The school implemented two Three Way Learning Conversations in 2018 to increase parent and student participation in reporting processes and 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. 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 and were most useful when they were timetabled during the end of Term 2 and Term 4, corresponding with the distribution of student reports.

A Whole School Self–evaluation strategy was also implemented throughout 2018, 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. Two very successful Parent Consultation Evenings were held this year, with parent/carer and community responses utilised during end of year evaluation and planning processes, with suggestions used to develop 2019 School Plan Milestone strategies.

During 2018 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.

The school's Student Contribution Strategy enabled a number of students from Early Stage 1 through to Stage 3 to positively contribute to the local and wider Campbelltown community throughout 2018. Students, their families and staff successfully participated in; the Campbelltown ANZAC Day and Remembrance Day activities, recognising the importance of commemorating these important events; The NAIDOC Week March in conjunction with Campbelltown Council: White Ribbon Day, Education Week displays and performances at Eagle Vale Marketplace and the local community centre; and culminating in the visit to two aged care facilities to entertain residents with a small Christmas Concert.

The school's Community Education Strategy enabled five parents and community members to participate in a TAFE course in School Learning Support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An improvement in the number of parents/carers participating in discussions with staff regarding student progress.	$338.80 School Operation Funds	Parents and carers have participated in a total of 216 discussions with staff regarding student progress this year. This has included 3 way interviews, parent/teacher interviews, Aboriginal student PLP planning meetings, support class IEP planning meetings, Out of Home Care and Funding Support planning meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities for parents/carers to be involved in consultation processes within the school.	$1884.56 School Operational Funds	Parents and carers supported the school's planning processes through a number of consultation processes throughout the year. These included two Community Consultation Evenings, an End of Year Survey, and the yearly Tell Them From Me survey. Parent Consultation Evening and survey responses were utilised during end of year evaluation and planning processes, with suggestions used to develop 2019 School Plan Milestone strategies
An increase in the number of parent development opportunities provided, and in the number of parents engaged in these opportunities.	$100 School Operational Funding	Two parent development opportunities were provided during the year, with 16 parents impacted by these opportunities. A focus for 2019 will be an increase in the number of opportunities provided and an increase in the number of parents and community members utilising these opportunities.
An increase in the number of opportunities for students to contribute to their wider community from 2017 baseline.	$4142.73 Equity	5 opportunities were provided for students to contribute to their wider community this year, with 116 students impacted by these opportunities. This is an increase from only 52 students in 2017. These opportunities included performance groups such as the Claymore Singers, as well as opportunities for students to march in local ceremonial marches and enter a local art show. Performance groups including the school's choir, Claymore Singers and dance groups. were given the opportunity to contribute to the wider community by visiting and performing for residents at two local aged–care facilities.

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, utilising the new available format, 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, with a focus on a different class each week;
- Build on existing partnerships with local organisations to implement further workshops based on parent interests and needs in order to build knowledge and skills to support their child's education;
- Work with community partners and local organisations to assist parents and carers with accessing additional training opportunities, strengthening and building skills, leading to increased employment opportunities;
- 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
- Strengthen 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

Enriched Opportunities

Purpose

It is vital that students, staff and community members are given the opportunities to develop their strengths and interests in order to build capacity, nurture passions, meet individual needs and foster potential, in order to equip them with skills and support them towards leading an active, purposeful and fulfilling life. It is imperative to build and strengthen the leadership capacity of all individuals to benefit the school, the education system and society as a whole.

Overall summary of progress

Improving the leadership capacity of students, staff and community members was a strong focus within the school this year. All staff were encouraged to apply for leadership roles within all committees across the school and this resulted in fourteen staff members building their capacity as aspiring leaders, whilst receiving mentoring from their supervisors. All staff planned, implemented and reviewed their individual Performance and Development Plan supported by their supervisors. Staff were encouraged to incorporate a leadership goal within their PDP and many staff members indicated that they were provided with mentoring to support them in developing their confidence and skills in this area. Student leadership was also a key focus this year, and Student Representative Council (SRC) representatives were elected across the school, meeting regularly and planning fundraising opportunities. Our School Leaders (captains, vice–captains, prefects and Junior AECG representatives) were trained to support them to carry out their roles, maximising their profile and impact within the school. Leadership within our community was encouraged, with an increased number of community members taking on leadership roles within a growing P&C, as well as leading P&C initiatives. Nine community members worked in official leadership positions, leading a P&C of twenty–one members to implement a number of fundraising initiatives. Five major fundraising events and numerous public speaking opportunities saw our community members not only raise money for the school, but develop their own skills and confidence in performing leadership tasks.

Providing additional opportunities for all members of the school community to develop their passions, strengths and talents was another strong focus this year, with a Personal Enrichment committee established, aimed at providing additional enrichment opportunities for all students, whilst providing opportunities for staff and community members to utilise their own skills and talents. As a result, Art and Science clubs were created, providing students with opportunities to develop their skills and interest in these areas and supporting staff members in utilising their own skills to lead these groups. Both Art and Science club culminated with a showcase afternoon, with many community members attending to support the students. The school continued to have a strong focus on Creative Arts, with the committee maintaining a commitment to identifying and developing student talent. The Claymore Singers continued to perform both internally and externally this year, and combined with an additional ten students to train and perform with the Gondwana Choir. Additional opportunities were provided for students from the choir, Claymore Singers and dance groups to perform at Eagle Vale Market Place as part of the re–launch of Woolworths, and a local nursing home. The employment of a specialist Science teacher and creation of a Science lab at the school was implemented as part of our RFF program to support high engagement of students in this key learning area. Links were also made with Western Sydney University (UWS) to provide additional opportunities for our Stage 3 students as part of the First Foot Forward program. These initiatives have provided additional opportunities for the students to develop their skills and talents across a variety of learning areas.

Our Student Wellbeing Strategy continues to be a key focus in the school, with welfare data reflecting improvements in all areas. Positive Behaviour for Learning (PBL) continued to be implemented to support the welfare of all students, and a formal assessment using the Tiered Fidelity Assessment with an external PBL consultant was completed, showing considerable growth for Tier 1 and Tier 2 implementation since our previous assessment in 2016. Kindness on Purpose continued to be implemented this year, which is a strategy aimed at connecting students to empathy by implementing acts of kindness. The initiative was formally launched on our Kindness on Purpose Launch day, which saw presentations to the whole school, a Stage 3 presentation and a parent information session and workshop. Focus groups were also determined and students from Stage 2 and 3 were provided with small group sessions with the Kindness on Purpose facilitator. The school's Anti–Bullying and Anti–Racism procedures were promoted regularly to staff, students and community members, through PBL lessons and at end of term assemblies, and data continues to show a very low number of incidents of this nature. Varied welfare initiatives such as student mentoring programs linked with the Student Wellbeing Officer's role were implemented to support students with specific welfare needs, showing a positive impact on student engagement and wellbeing.

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
An increase in the number of leadership development opportunities for students, staff and community members, compared with 2017 baseline data.	$21642.36 Professional Learning Funds	There was a small increase in the number of leadership development opportunities for students, staff and community members this year. This included 26 leadership opportunities for students, including SRC and school leader roles. 41 staff members took part in leadership development opportunities, and 9 community members undertook leadership roles within the school's P&C committee.
An increase in the number of opportunities for students to develop their passions, talents and skills, compared with 2017 opportunities.	$1382 Equity	19 different opportunities were provided for students to develop their passions, talents and skills during 2018, with 457 students being impacted by these opportunities. Students took part in a range of events and activities to develop their sporting, artistic and academic talents and skills, including team and individual sports, representative level sports, singing and dance groups, art competitions and public speaking. A highlight of the year was the introduction of after–school clubs including Science Club and Art Club.
An increase in the number of instances where community members share their skills and talents with others, compared with 2017 opportunities.	Nil	Two community members shared their skills and talents with others during 2018. At the end of the year the community were surveyed to ascertain any talents and skills that could be utilised in the future, with plans to work with these parents added to the 2019 school plan milestones.
Increased proportion of students reporting a sense of belonging, positive relationships, expectation for success and advocacy at school.	$2125 Equity	This improvement measure utilised Tell Them From Me survey results to gauge the percentage of students reporting a sense of belonging, positive relationships, expectation for success, and advocacy at school. When compared with 2017 results a 'positive sense of belonging' increased from a school mean of 80% to 83%, 'expectation for success' increased from a school mean of 8.9 to 9.1, and 'advocacy at school increased from a school mean of 8.6 to 8.9. 'Students with positive relationships' remained the same with a school mean of 77%.

Next Steps

- Continue to provide opportunities for all staff to lead committees and other whole school initiatives through the school committee leader process;
- Continue to encourage all staff to incorporate a leadership goal within their individual Performance and Development Plan (PDP);
- Implement more effective, consistent and strengthened student leadership programs;
- Implementation of initiatives, such as workshops, to develop parent/carer leadership skills;
- Continue to implement additional enrichment opportunities for students, utilising the skills and talents of staff and community members;
- Continue regular review and modification of targeted support programs for students based on bi–termly data analysis; and
- Continue to implement student wellbeing initiatives, and review their impact termly.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	As above	Aboriginal Background Funding was used to employ a School Learning Support Officer (SLSO) – 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. Difficulties with securing an SLSO for a number of months reduced the impact of this initiative on class programs and PLP support, however the SLSOs who were employed were utilised well in programs such as the Opportunity Hub Cultural Lessons for Stage 3 students and Koori Club and were able to support learning within some classrooms. The SLSO 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. End of year PLP data indicated that growth had been achieved in 88% of PLP goals during the year. Koori Club took place weekly, and a small group of dedicated students benefitted from this regular activity. These students became very involved in the new Yarning Circle, researching and presenting information leading up to the Opening Day. Aboriginal Dance Group continued to engage a large number of Aboriginal and non–Aboriginal students of all ages, raising their profile within the school and community.
English language proficiency	$72 881 Equity	A teacher 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. The implementation of support programs by the EAL/D teacher/s proved successful in supporting a number of students who were classified as 'new arrivals'. An SLSO (Samoan speaking) was employed to support the large percentage of Samoan speaking students. The SLSO worked in classrooms and in the playground supporting students with learning programs and social skills.
Low level adjustment for disability	As above	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

Low level adjustment for disability	As above	student data.
Socio–economic background	$366 042 Teacher Professional Learning/Instructional Leadership $76 000 Teaching and Learning Resources $31 4106 Personalised Learning (EALD, LaSTs, SLSOs) $30 000 Technology $26 000 Student Assistance $21 649 Student Assistance	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. Learning and Support Teachers and SLSOs 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. 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.
Support for beginning teachers	$79 284 – Beginning Teacher – Support	Beginning teachers developed personalised action plans which were implemented with the support of their supervisor. All teachers were 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.
Early Action for Success	As above	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. An interventionist role was implemented to provide targeted support in literacy to students at risk of not achieving expected outcomes. 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. All K–2 teachers were provided with extensive

| Early Action for Success | As above | 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.

Funds were also expended to purchase literacy and numeracy resources to support the implementation of quality teaching and learning programs. |

Student information

Student enrolment profile

	Enrolments			
Students	**2015**	**2016**	**2017**	**2018**
Boys	152	158	144	140
Girls	131	143	140	143

Student attendance profile

School				
Year	**2015**	**2016**	**2017**	**2018**
K	90.3	91.5	87.9	88.7
1	87.3	92.3	89.2	93.4
2	90.5	90.7	91.4	91
3	91.2	92	91.8	91
4	90.2	91.9	90.9	91.9
5	90.9	88.1	92.8	91.8
6	90.4	91.4	89.6	92.8
All Years	90.1	91.1	90.6	91.5
State DoE				
Year	**2015**	**2016**	**2017**	**2018**
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

We have continued to implement successful procedures to manage and improve student attendance. The following strategies have been implemented during 2018:

- 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 and improved 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(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.41
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	8.82

*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 five Aboriginal staff members – one Deputy Principal, two Classroom Teachers 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	31

Professional learning and teacher accreditation

Staff participated in extensive professional learning throughout the year in the form of individual coaching/mentoring, professional learning and team planning days, staff meetings and staff development days and external professional learning. Key areas of learning included numeracy, literacy, quality teaching, technology, assessment and reporting, leadership, student welfare and department/school policies. In 2018, the school had 6 new scheme teachers working towards NSW Education Standards Authority accreditation and 12 new scheme teachers maintaining accreditation.13 teachers who gained their qualifications prior to 2004 began to collect evidence to maintain their accreditation from the start of this year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	543,139
Revenue	4,752,119
Appropriation	4,675,971
Sale of Goods and Services	23,151
Grants and Contributions	49,364
Gain and Loss	0
Other Revenue	0
Investment Income	3,633
Expenses	-4,507,322
Recurrent Expenses	-4,507,322
Employee Related	-4,012,264
Operating Expenses	-495,058
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	244,797
Balance Carried Forward	787,936

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. A surplus of $244 797 appears on the Financial Summary, with $787 936 being the balance carried forward from 2018.

The remaining Consolidated Funds of $549 152 will be budgeted against school initiatives in the 2019 school plan. There was a surplus of funds carried forward due to unexpected changes in planned staffing and replacement staff unable to be recruited. Additionally, funds planned for site upgrades were not deducted from 2018 funds as planned and will be deducted early 2019 (using 2018 remaining funds). Planned use of these funds will include employment of staff to support professional learning and personalised learning programs, upgrading and replacing technology, supporting a student wellbeing program and upgrading school grounds and outdoor learning areas (purchased in 2018). The remaining $238 633 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.

	2018 **Actual** ($)
Base Total	1,991,503
Base Per Capita	62,837
Base Location	0
Other Base	1,928,666
Equity Total	895,454
Equity Aboriginal	56,638
Equity Socio economic	576,669
Equity Language	72,881
Equity Disability	189,267
Targeted Total	1,086,966
Other Total	420,100
Grand Total	4,394,024

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 NAPLAN results in Reading indicated that 91% of students achieved at or above minimum standard, demonstrating an average improvement of 7% over the past three years. 9% 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 9% over the last three years. 17% of students achieved proficiency standards in this area.Year 3 NAPLAN results in Writing indicated that 91% of students achieved at or above minimum standard, demonstrating an average improvement of 10% over the past three years. 18% of students achieved proficiency standards in this area.Year 5 NAPLAN results in Writing indicated that 97% of students achieved at or above minimum standard, demonstrating an average improvement of 4% over the past three years. 10% of students achieved proficiency standards in this area.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	8.8	23.5	14.7	44.1	2.9	5.9
School avg 2016-2018	9	22.5	23.4	29.7	10.8	4.5

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	8.8	14.7	32.4	26.5	14.7	2.9
School avg 2016-2018	5.5	13.6	30.9	21.8	20.9	7.3

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	10.3	10.3	41.4	20.7	10.3	6.9
School avg 2016-2018	14.2	23.6	32.1	18.9	7.5	3.8

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	16.7	16.7	43.3	13.3	6.7	3.3
School avg 2016-2018	19.6	20.6	30.8	18.7	8.4	1.9

Year 3 NAPLAN results in numeracy indicated that 97% of students achieved at or above minimum standard, demonstrating an average improvement of 13% over the past three years. 6% of students achieved proficiency standards in this area.Year 5 NAPLAN results in numeracy indicated that 86% of students achieved at or above minimum standard, demonstrating an average improvement of 21% over the past three years. 6% of students achieved proficiency standards in this area.

Percentage in bands:
Year 3 Numeracy

- Percentage in Bands
- School Average 2016-2018
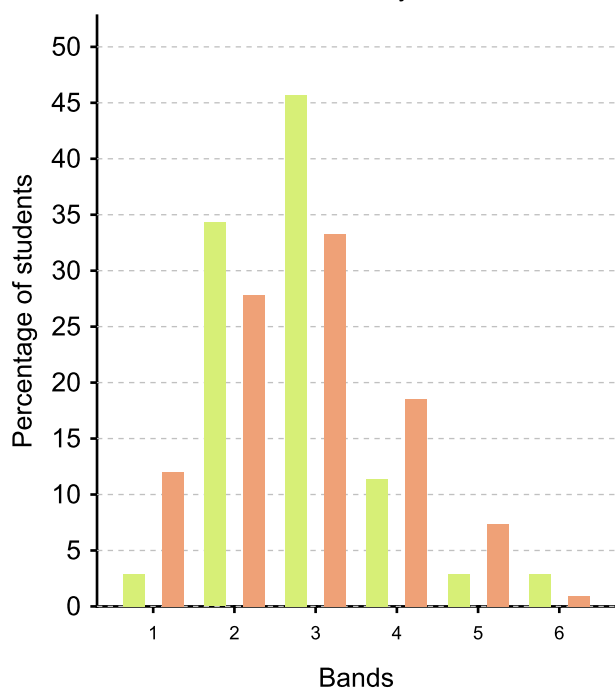
Percentage in bands:
Year 5 Numeracy

- Percentage in Bands
- School Average 2016-2018
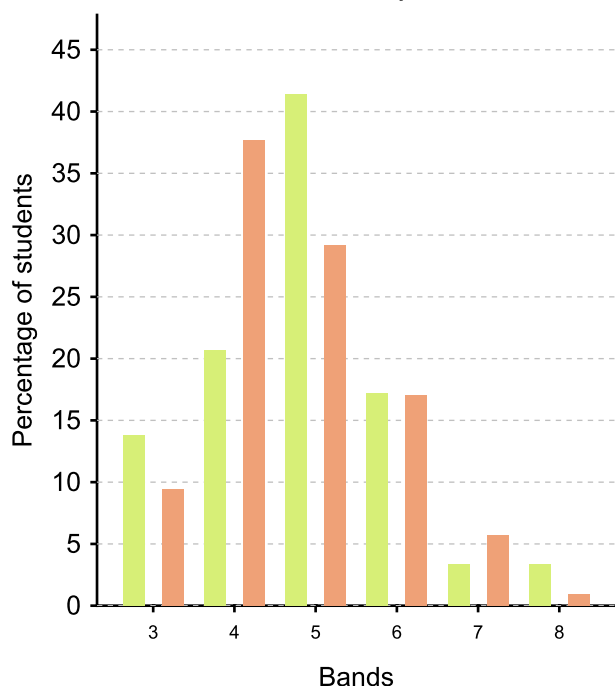
The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

In accordance with the Premier's priorities: Improving education results, schools are required to report on their students' performance in the top two NAPLAN bands in Reading and Numeracy. In the area of Reading 9% of students in Year 3 and 17% of students in Year 5 achieved results in the top two bands. In the area of Numeracy 6% of students in Year 3 and 6% 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 2018.

Parent/caregiver, student, teacher satisfaction

During 2018, the school used surveys, focus groups and two Community Consultation Evenings to seek the opinions of parents and carers about the school. Students and staff members were also surveyed to evaluate the school's success and make decisions about future improvements.

In Term 4 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. 95% of parents who completed the survey stated that they are either satisfied or highly satisfied with the school's performance, with 98% indicating that it is a positive and supportive place of learning. Areas that prompted the most positive comments were the school's community involvement, it's welcoming culture, the quality of the education provided, and the school's extra–curricular opportunities. Parents also overwhelmingly supported the school's methods of communication and the two Community Consultation Evenings that were held during the year. 100% of parents indicated that there is good communication within the school and 96% said that a sense of community pride existed.Two Community Consultation Evenings were held during the year, and these were enthusiastically supported by the community. Once again, those present at the evenings indicated that they were very satisfied with the school's performance, particularly its methods of communication, student welfare practices, and positive school climate and culture.

Staff survey results were also generally positive, with 98% of staff feeling satisfied or highly satisfied with the school and listing a range of overwhelmingly positive comments. 95% of staff members felt that a good team spirit exists among staff. 97% stated that collegiality and teamwork exist within the workplace, and 93% felt that the school supports staff wellbeing. 98% of staff agreed that the school's leadership team demonstrate visible leadership that is strategic, supportive and professional.

Student survey comments indicated that students were overwhelmingly satisfied with their school indicating

that they appreciated the teachers and the learning and sporting opportunities provided. 87% of students stated that they were satisfied or highly satisfied with their school. Comments regarding the school's Kindness on Purpose and anti–bullying initiatives were very positive, with 81% of students agreeing that the school has useful strategies to prevent bullying. Areas for development noted by students were improvements to the playground, particularly an increase in playground equipment.

In the Semester 'Two Tell Them From Me Surveys' the school performed better than the state norm across all surveys (parents, staff and students) in all but two areas. Notable areas where the school continued to exceed state norms in this survey are: advocacy at school, expectations for success, students who are victims of bullying, parent involvement, teaching strategies, parents feeling welcome at school, parents are informed, safety at school, and inclusive school.

Policy requirements

Aboriginal education

During 2018 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 Aboriginal culture and history for all.

An Aboriginal Education Strategy, supporting Aboriginal students in attendance, engagement and achievement of outcomes that match or better the outcomes of all students is an integral part of our school plan. The school's Aboriginal Education Team, worked collaboratively throughout the year to achieve a number of set targets and improvement measures.

In 2018 fifty–one 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. We continue to work closely with outside agencies and the Campbelltown Local Aboriginal Education Consultative Group (AECG) to implement Aboriginal Education 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. A highlight of the year was the completion and opening of the new Yarning Circle during the school's NAIDOC Week celebrations. The Yarning circle is a place where members of the school

community will meet and learn together. It was built by members of the Dharawal Men's Aboriginal Corporation with support from Campbelltown Council who kindly donated plants for the gardens. A feature of the Yarning Circle is a beautiful artwork painted by local artist Brenden Broadbent. The opening featured a moving smoking ceremony conducted by respected elder Ivan Wellington. Highlights of the day included a whole school assembly and performances by the school's Aboriginal Dance Groups and Singing Group – The Claymore Singers.

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

Our Koori Club Fun Room continued to be a valuable resource, hosting 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.

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 each Wednesday afternoon 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 Multicultural Day with a celebration of cultures through a whole school assembly and performance items, as well as recognising and celebrating Harmony 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 continued to implement

procedures for managing racism, in line with the school's Student Welfare and Discipline Policy. All staff were trained in the 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 intercultural awareness and anti–racism throughout the school.