

Clairgate Public School

Annual Report



2018



4527

Introduction

The Annual Report for **2018** 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.

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Principal

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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 all curriculum areas, in a safe, kind, 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 432 students, of which approximately 25% are from non-English speaking backgrounds. Slightly less than 5% of the students are from Aboriginal or Torres Strait Islander backgrounds. This year we have established a wonderful support unit consisting of 3 classes – we call these classes Wingaru.

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.

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.

Results were as follows:

Learning – On balance, Clairgate Public School is Sustaining and growing in this area.

Learning Culture – Sustaining and Growing

Well-being – Sustaining and Growing

Curriculum – Sustaining and Growing

Assessment – Delivering

Reporting – Sustaining and Growing

Student performance measures – Sustaining and Growing

Teaching – On balance, Clairgate Public School is Sustaining and Growing in this area.

Effective Classroom Practice – Sustaining and Growing

Data Skills and Use – Sustaining and Growing

Professional Standards – Sustaining and Growing

Learning and Development – Sustaining and Growing

Leading – On balance, Clairgate Public School is Sustaining and Growing in this area.

Educational Leadership – Sustaining and Growing

School Planning, Implementation and Reporting – Sustaining and Growing

School Resources – Sustaining and Growing

Management Practices and Processes – Sustaining and Growing

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

Learning

Purpose

At Clairgate we will provide quality pedagogy that enables students to be literate, numerate, critical and creative thinkers.

Overall summary of progress

Progress has been made in all Learning Milestones. Teaching and Learning programs have shown differentiation and obvious support for our students. Learning Intentions were obvious in these programs and in classrooms, outlining the focus and purpose of lessons in reading comprehension and other areas. Success Criteria was matched to each Learning Intention to assist students to plot their own progress. NAPLAN data from Year 3 and Year 5 NAPLAN online showed student progress, particularly in the top two bands was increasing. Awareness was raised about new Learning Progressions which track student growth and a number of staff trained in Best Start and PLAN 2. Reading comprehension using the Super 6 strategies is evident in all Year 3–6 classrooms and there is a greater focus on reading informative texts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students across the school demonstrate growth in school based assessments in Reading Comprehension	Training and Development sessions in Reading Comprehension across the school – staff meetings.	85% of students are at expected level of Reading – evidenced by school based assessment. 76% of students in Years 3–6 improved their Reading Comprehension – evidenced by PAT and NAPLAN results.
28% of Year 3 students and 20% of Year 5 students are working at Proficiency levels in Numeracy (NAPLAN).	Training and Development sessions in SCOUT conducted. Numeracy occurred professional development in stage teams.	We exceeded expected targets in this area. 40% of students in Year 3 are working at Proficiency levels in Numeracy. 32% of students in Year 5 are working at Proficiency level in Numeracy.
40% of Year 3 students and 30% of Year 5 students are working at Proficiency levels in Reading (NAPLAN).	Training and Development sessions in Reading Comprehension across the school – staff meetings.	We did not reach our expected targets in this area. 23% of year 3 students and 14% of Year 5 students reached the Proficiency level of reading in NAPLAN. We will continue to develop this area in 2019.

Next Steps

In 2019, teaching and learning programs of all teachers will continue to be monitored to ensure all students are provided with appropriate activities to ensure growth. Assessment tasks will be open-ended ensuring all students can see the progress they are making. Feedback will be provided in a timely manner and new goals set. Reflection time will be given so students can take ownership of their own success. Learning Intentions will be broadened to include more strands of English and mathematics. Problem solving in mathematics will be a focus area and the steps necessary to solve real life problems. NAPLAN data will be more rigorously analysed to provide specific teaching goals and to advise learning intentions. All Super 6 strategies to continue to assist students with reading comprehension will be taught across the year with time allocated in Stage teams to share ideas. A new assessment tool, Probe 2, in reading will be introduced to assess more able readers and provide teachers with more concise data in reading ability. All teachers will be given training in the new Learning Progressions and in the use of recording student data on line using PLAN 2. This new tool will impact on planning more comprehensive lessons for students.

Strategic Direction 2

Teaching

Purpose

At Clairgate we will provide quality teaching and learning experiences in technology ensuring our teachers and students are creative, productive, future ready citizens.

Overall summary of progress

The school with P & C support has established a partnership with Scope IT to provide additional student engagement opportunities in Digital Technology. In Term 1, students in Years 4, 5 and 6 attended lessons each week focusing on web page design. Feedback from students, teachers and parents was excellent.

A new Technology Scope and Sequence was developed to support staff in their everyday practices to prepare students for the demands of an ever-changing world and to improve and achieve powerful learning and teaching. The Scope and Sequence has a continuum with practical learning and teaching options for getting students started on computer skills, research and digital literacy, word processing, multimedia, spreadsheets, internet, email and coding.

Teachers are beginning to identify professional learning at their individual point of need to develop skills in using digital technologies for appropriate stage levels. Expert staff are supporting teachers to effectively embed the use of digital technologies in their learning and teaching practice.

At Clairgate we understand the power of sharing the opportunities and events we provide for our students to our broader community. One way of doing this is through Filmpond. After the initial implementation of a Filmpond team it was evident that the process and various demands on the content required and staff time would mean further training and reflection in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students in Years 4–6 will develop and improve their coding skills.	\$9000 – P&C funded	All classes in Years 4, 5 and 6 attended SCOPE IT Coding lessons – also focussed on web page design. Excellent results – will continue in 2019
A quality Technology Scope and Sequence Program is developed, with all teachers using this to guide their teaching.	In school resources and time	The Scope and Sequence is fully utilised and valuable. It enables staff and students to learn new computer skills in various areas of ITC
Short films are produced from every class and shown during community events.	2 teachers trained – they will share training with all staff.	All staff familiar with the Film Pond ideology but not yet using this. We will develop this further in 2019.
Survey results show improvement in both teacher and student skills in technology.	Teacher Time Casual days as required Time available at Staff Development day	All teachers using technology and receiving support from buddy teachers. This will continue in 2019 as this can be developed more fully.

Next Steps

- Scope IT lessons will continue for students in Years 4 and Stage 3 in Term 1 2019, focussing on coding. This will extend into electronics and robotics in Term 2 of 2019.
- Teachers will continue to utilise and commit to ensuring growth for students in all areas of digital technologies.
- Technology resources (computer room, laptops, ipads) are utilised fully and available to all students and teachers with timetables and booking systems in place.
- Ensure teachers have access to resources that contain ideas such as lesson plans, programs, websites, for using digital technologies in the classroom.

- Teachers to share knowledge and source professional learning available to build their digital teaching capabilities.
- Continue to build on technology resources such as class sets of laptops for digital learning within the classroom and embedding across the curriculum.
- Investigate further training for staff in Filmpond and connect with schools already using Filmpond and the processes they have in place to make using the app more manageable for our team.



Strategic Direction 3

Leading

Purpose

At Clairgate we will grow in both mindfulness and empathy as we travel on the whole school journey of embedding explicit teaching of positivity, kindness and visible learning to our children and to the whole school community.

Overall summary of progress

2018 was a wonderful year for the Quality Engagement and Well-Being strategic direction.

Quality engagement and increased positive well-being was certainly heightened by the introduction of the Kindness On Purpose (KOP) project. The performance measure of "Growth in Kind" was initiated and implemented strongly.

The project was based on the ideal to promote the kindness that Clairgate children already had. The ideal was to also build the students abilities to have empathy for others and themselves and to build strategies to cope in the ever-changing world. Research shows that when children and adults are connected to empathy, they experience better educational outcomes, lower rates of bullying, lower rates of depression and anxiety and less peer social isolation – when you use kindness as an access point to increase empathy, it works.

Kindness On Purpose works across several levels – every single child in the school receives a series of Kindness On Purpose lessons and engages in several acts of kindness on purpose. There are activities to build a whole school culture including key parent engagement strategies for a more inclusive approach, as well as specialist, clinical based conversations with students who struggle to have empathy for others and themselves.. It also offers clinical consultation with teachers where educators can sit with a clinical consultant and discuss individual children and develop some strategies that specifically address that child's needs.

The whole school community – educators, students and parents response has been extremely positive.

Clairgate, as a whole school, has developed a common language around describing and identifying feelings and using those words to describe how they were feeling either as the bully or the recipient of bullying. Kindness on Purpose explores emotional literacy of naming, understanding and being able to look after feelings, and has a strong focus upon the art of apologising. It is taking students beyond the words sorry and making empathetic amends.

Similarly, the KOP values were endorsed by the wider school community. A soft and hard launch of the program were extremely well attended, as was training and development for teachers, parent seminars and Celebrations of Kindness.

A peer support style Student Management In Learning Environments (SMILE) term social skills program was designed to enhance KOP and both empathy and leadership capacity in the Year 6 leaders of the school was highlighted.

Clairgate also began a deeper exploration of Visible Learning. Teachers are using flexible seating to cater for various learning styles and the response has been exciting. The clearly defined learning intentions, particularly in reading comprehension has started students acknowledging , more deeply, the purpose of their learning.

The Helping Hands Positive Partnership program was continued as an embedded part of the culture of the school and students, teachers and parents continued to see the positive effects that this awareness of sensory needs and adjustments brings to the school and the student's access to the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Everyone will feel welcomed and supported at Clairgate – evidenced by surveys and anecdotal observations.	Purchase of KOP program. \$5900 Liaison with founder, Katrina Cavanaugh, pre term start T and D organisation. Extremely well supported program with face to face support from founder and involvement at school level. Workshops	Extremely positive response from parent and community bodies. Well attended workshops and responses on survey monkey. Have expressed desire to increase workshop deliveries as program progresses. Increased focus as KOP becomes culturally embedded at Clairgate. Whole school involvement, adaption and implementation incredibly positive, workshops well attended at all levels.

Progress towards achieving improvement measures

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Everyone will feel welcomed and supported at Clairgate – evidenced by surveys and anecdotal observations.	included.	Extremely positive response from parent and community bodies. Well attended workshops and responses on survey monkey. Have expressed desire to increase workshop deliveries as program progresses. Increased focus as KOP becomes culturally embedded at Clairgate. Whole school involvement, adaption and implementation incredibly positive, workshops well attended at all levels.
There will be a reduction in negative playground incidents and an increase in harmonious play.	Workshop provided in the KOP purchase price.	Incidents of negative incidents reduced.
Students will be more engaged in the learning process – evidenced by "walk and talks" and increased student attainment in both external and internal assessment.	Professional Development sessions on learning Intentions, Success Criteria, feedback, Assessment.	Visible Learning including Learning Intentions, Success Criteria and feedback training and development postponed until 2019.

Next Steps

Quality engagement and increased positive well-being continues to be an incredibly important focus at Clairgate. Kindness On Purpose (KOP) is in its second year and continues to build the character, kindness and empathy of all stakeholders at the school. Building on the KOP Foundation year, year 2 of the Kindness On Purpose program, is structured to learn more deeply about empathy and learning and the application of co-regulation in the classroom. This will include a provision of a series of stage-based class lesson plans that focus upon utilising the key elements of empathy and emotional literacy to further enhance each student's learning capacity. It will also include extensive clinical consultation with teachers to develop strategies and resources to address whole class relationship issues, peer relational dynamics and student self regulation skills to create a positive learning environment.

Parent and community engagement is also very important at Clairgate.. Strategies including school workshops, Question and Answer seminars and online video blogs. KOP Podcasts will also be shared to our community.

The Helping Hands Positive Partnership program will continue. Clairgate is known as a lighthouse school in this area and in helping children with additional needs. Continuing the SENSation Station, building additional sensory strategies and developing more intensive strategies will enhance the learning for students, teachers and parents.. The establishment of three new support classes for students with Autism and multi-categorical disability, known as Wingaru, will also demonstrate the inclusivity the school has for all children.

Visible Learning will continue to aid "Growth in Mind". The use of learning intentions, success criteria and appropriate and valuable feedback will continue to be used in classrooms to develop student understanding. Training and development and practical research by teachers will be undertaken resulting in increasing educator's knowledge and use of these future focused ideals to inform their teaching cycle and their formative and summative assessment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10 000 – SLSO support	The inaugural Junior AECG group was formed this year. 2 of our students were elected President and Vice President. The group met twice and shared their activities with other schools. The small Aboriginal activities group worked well with the SLSOs at lunchtimes. The whole school participated in our Reconciliation Mural on the wall of the Internet Lab – all our fingerprints look terrific! All Aboriginal students had PLPs developed. Stepping Up Together was another successful program with all STEPS schools involved. All Aboriginal students participated in activities with a chosen friend.
English language proficiency	English Language Proficiency allocation from Planned Budget – \$48 000	Targeted students included new arrivals from 2018 and 2017, and students from the beginning through to consolidating levels of language learning from grades K–6. This year's program was a combination of direct and collaborative teaching modes. In addition, a Gifted and Talented group was formed to accommodate students exhibiting higher levels of language and academic skills from grades 3–6. For new arrival students and the younger students, there was an emphasis on oral skills (listening and following directions with associated language) and social skills to assist with their transition to a new environment. For the higher grades there was an emphasis on vocabulary enrichment and practise before reading and writing activities. Student progress was monitored through class/grade based assessments and individual assessments.
Low level adjustment for disability	SLSOs and volunteer SLSOs supported students in Literacy and Numeracy across the school. Budget – Low level adjustment for disability including the Learning and Support teachers – Mrs Millevoi and Mr Wilkinson – \$150 000. Integration support – \$50 000 – from planned school budget allocation.	All students working with LSTs and SLSOs improved their Literacy and Numeracy outcomes. Over 80 students receiving specialised support – with either TL teacher or SLSO – support in Literacy, Numeracy and Social Skills.
Quality Teaching, Successful Students (QTSS)	QTSS staffing	Well being programs running well – school settled.. Kindness on Purpose lessons completed – noticeable improvement in culture of the school. All teachers supported with behaviour management and programming.
Socio-economic background	Budget from approved school budget allocation – \$189 000.	17 classes operating at Clairgate. Extra support/resources (including laptops/ipads) for STEM/Science projects very successful.
Support for beginning teachers	• Support for beginning teachers (\$6 000.00)	Programming, behaviour management and teaching support delivered to beginning teachers throughout the year.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	224	226	223	222
Girls	166	177	184	194

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.5	91.6	95.3	91.6
1	93.3	92.7	92.4	92.3
2	92.9	92.8	93.5	92.8
3	93.7	93.1	94	93.1
4	94.3	94.4	92.6	93.7
5	92	93	93.7	92.6
6	93.4	91.2	93.1	94
All Years	93.3	92.7	93.6	92.9
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

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. A verbal explanation from the parent or caregiver for the absence will be accepted. If no explanation 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 parents and

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

Class sizes

Class	Total
KP	19
KL	18
KA	21
1S	20
1W	22
1T	21
2C	24
23T	25
2K	22
3W	25
3CG	24
4G	28
4_5M	28
4J	28
5_6T	27
5_6H	29
5_6A	31

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.06
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*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 15 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, Science, Sport, Teacher Librarian and a School Counsellor. We also have a number of very dedicated School Learning Support Officers who support students in all areas of their schooling. 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 the Aboriginal composition of their workforce. In 2018 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	100
Postgraduate degree	60

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 2018, Clairgate staff participated in the following Professional Learning Activities: Mandatory Child Protection Training; Code of Conduct Training, Cardiopulmonary Resuscitation Training; Conceptual Planning– English; STEM, Science–Scope and Sequence; Reading Comprehension, Kindness on Purpose – building empathy, 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

Financial summary

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

	2018 Actual (\$)
Opening Balance	195,666
Revenue	3,767,030
Appropriation	3,509,749
Sale of Goods and Services	124,595
Grants and Contributions	123,848
Gain and Loss	0
Other Revenue	5,340
Investment Income	3,498
Expenses	-3,551,791
Recurrent Expenses	-3,551,791
Employee Related	-3,208,616
Operating Expenses	-343,174
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	215,239
Balance Carried Forward	410,906

This year we used the School Budget Allocation Funds funds to employ an extra teacher to reduce the number of students in each class. This 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. Funds available will be spent on extra teachers and SLSOs to support all students.

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	2,711,544
Base Per Capita	78,701
Base Location	0
Other Base	2,632,842
Equity Total	400,988
Equity Aboriginal	18,448
Equity Socio economic	184,349
Equity Language	49,058
Equity Disability	149,133
Targeted Total	46,736
Other Total	129,490
Grand Total	3,288,757

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

Writing: 84% of students from K–6 showed improvement in Writing as evidenced by in-school Writing Criteria Assessments. 60% of students K–6 showed high levels of improvement in Writing.

Reading: 76% of students in Years 3–6 demonstrated improvement in Reading Comprehension based on in-school assessments. This result is in line with NAPLAN results. As a consequence of both internal and external Reading assessments showing less than 85% improvement, Reading Comprehension will be targeted for improvement in the 2019 School Plan.

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 Literacy results were well above statistically similar schools average results and slightly below the state average in all areas. Year 5 results were above statistically similar schools results in Grammar and Punctuation, and slightly below state average in all Literacy areas. Growth between Year 3 (2016) to Year 5 (2018) is higher than the state average in Grammar, Punctuation and Spelling.

Year 3 Numeracy results were above statistically similar schools and slightly below the state average. Year 5 Numeracy results were slightly below the state average.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The Premier's Priority report provides the percentage of NAPLAN Reading and Numeracy results in the top 2 bands for a school, as specified in the Premier's Priority to improve education results. Clairgate has shown excellent results in this area over the past 4 years. This year we have shown improvement in this area by almost 6% for all students. Results also show excellent improvement for our Aboriginal students



Parent/caregiver, student, teacher satisfaction

Student Survey

K–2 students answered somewhat true or very true

to the following statements:

I like Clairgate Public School – 95%

I look forward to coming to school – 88%

I am happy at school – 94%

My teachers care about me – 99%

I feel safe at school – 94%

If I have a problem, I can talk to my teacher – 96%

I can cheer up someone who is sad – 95%

I listen when other people talk – 95%

I always take turns and share with others – 95%

Other children help me at school – 89%

3–6 students answered somewhat true or very true to the following statements:

I feel that I belong at this school – 97%

My school knows how to deal with bullying and harassment problems – 90%

I feel safe at school – 95%

My school cares about me – 95%

Students at this school get along with each other – 88%

My teachers listen to me and value my opinions – 98%

We learn about making friends and managing our emotions – 93%

I don't give up when things are difficult – 94%

I talk to someone when I have a problem – 87%

My teachers encourage me to take on new challenges – 93%

Teachers help students who are worried or upset – 97%

I would go to a teacher if I needed help – 93%

I know how to help a friend who is worried or upset – 99%

Comments from Year 3–6 students in response to the question – What would you like to see at Clairgate?

More playtime, more sport, more discos, a class pet, more playground equipment, more recess time, more kindness, more games, basketball hoops, no bullying, more artworks, a class garden, better bathrooms, swings, classrooms open at recess and lunch, more ridge games, climbing equipment, bubblers, more

flowers, lower canteen prices, library open all lunch, more laptops, teacher against students sports, Art of the Month, fix the ridge fence, more seats, shade on the ridge, more games for wet weather.

Parent Survey Responses – Agree or Strongly Agree – to the following questions:

My child's teacher does their best to help my child learn – 91%

My child's teacher has my child's best interests at heart – 86%

I am comfortable sharing my concerns with my child's teacher – 89%

The "Kindness on Purpose" program is a valuable initiative for our school community – 78%

I feel welcome when visiting school – 88%

My child feels safe at school – 78%

My child is affected by bullying at school – 20%

The school addresses bullying – 60%

A teacher or other staff member lets me know if there is a problem with my child's behaviour – 84%

The school sets clear, high expectations for student behaviour – 80%

School staff are respectful and sensitive to children experiencing social, emotional and behavioural difficulties – 69%

Parent responses regarding communication – good or excellent:

Notes sent home with students – 60%

Website – 57%

Official school Facebook – 65%

School App – 48%

Fortnightly newsletter – 81%

80% of parents wanted any extra funds raised spent on classroom resources, school resources, outdoor seats.

Teacher Survey responses – usually or almost always:

I am happy at school – 96%

I feel comfortable talking to my supervisor about any concerns I have – 96%

I am given opportunities to learn and grow/try new things – 88%

If we raised extra money where would you like to see it

spent? Coding, laptops, school resources, reading resources, maths resources, mini whiteboards for each class,.

Response to Surveys

- Coding for students in Years 4–6 will be in term 1 and term 2;
- Extra resources purchased – reading resources, maths resources, laptops, classroom equipment;
- Ridge fence will be fixed;
- Communication will be improved through the school Facebook page, the school newsletter and the school website. The school app will be discontinued;
- The school Anti-Bullying Policy will be updated and implemented;
- The Kindness on Purpose Program will continue;
- Library will be open almost all lunchtime every day – (1.30 – 2.00pm);
- Outdoor benches will be purchased;

Policy requirements

Aboriginal education

All students have access to and participate in Aboriginal education to develop self-awareness and build positive relationships within the school and Aboriginal community. 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 class 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 about racism and why we must all be caring and tolerant towards all.

Other school programs

SPORT

2018 was an excellent year for sporting achievements. We had a large number of students gain selection in the various St Marys District squads.

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 NSWPSA state knock-out competitions for netball, soccer as well as boys and girls touch.

A pleasing highlight was Clairgate's Boys Touch team. After winning 6 games in a row, this squad made the last 16 in this year's NSWPSA state knock-out Touch competition.

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 two League Tag (OzTag) Gala Days. At these carnivals, 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.

One successful initiative which continued this year was of having all (K–6) classes receive one hour Health/PE tuition each week from our school RFFT teacher and sport organiser (Tom Blanch).

Finally, Clairgate's Sportspersons Of The Year were Zachari Hanson (Boys) and Vicsa Tubashiku (Girls). Congratulations to both these amazing students.

Clairgate's St Marys District PSSA representatives for 2018 are as follows:

AFL: Morgan Tamayo, Robson Ward, Zane Ulberg, Kingston Chan Sau, Matthew Bell, Joshua McGeorge

Rugby League: *Jake Aarons, Mason Demanuele*

Soccer: *Leilani Blake, Renae Kavouras, Katelyn San Esteban*

Softball: *Liam Ross, Yousof Arjmand, Asmaa Kadhim, Emilie Tunks, Alexis Deaves, Jessica Leo, Tiana Boylan, Gemma Miller, Alicia Borg*

Touch: *Sean Caulfield, Jake Aarons, Leilani Blake, Katelyn San Esteban*

Netball: *Caitlin Bradley*

Swimming: *Leilani Blake, Abbey Bektas, Jessey Bektas, Caitlin Bradley, Billy Higgins, Arthur Hayes, Mackai Fletcher, Chayce Pasili, Jarvis Henriksen-Laws*

Cross-Country: *Cohan Bonanno, Billy Higgins, Jessey Bektas, Abbey Bektas, Chloe Nancarrow, Navreet Sandhu, Zachari Hanson*

Athletics: *Vicsa Tubashiku, Nathan Jenkins, Sean Caulfield, William Mills, Zachari Hanson, Jack Kulmar*

Report by Tom Blanch

MUSICAL THEATRE: *"All the world's a stage, and all the men and women merely players;"— As You Like It, William Shakespeare.*

During Musical Theatre for 2018, students from Year 2 to Year 4 at Clairgate Public School participated in their very first Musical Theatre Group. They learned to sing, dance and act all together as an ensemble. They then performed to an audience at Clairgate on Parade. After being exposed to many samples of popular Broadway Musical shows such as *Wicked* and *Aladdin*, the children learned a routine to "Supercalifragilisticexpialidocious" from the Broadway version of *Mary Poppins*. The children enjoyed telling the story of Mary, Burt and the Banks children through dance and song.

This year the Musical Theatre Group showed incredible dedication to learning their routine, coming to practices and performing to audiences. They performed in a professional manner, and enjoyed learning various methods for warming up their bodies and voices, just like professional performers. Their routine was complex, and they rose to, and exceeded those high expectations.

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

Report by Kaylah Bartlett

CLAIRGATE HELPING HANDS

The Clairgate "Helping Hands" program has continued this year. This program is primarily designed to support students on the Autism Spectrum to access the curriculum as fully as possible. Many other students, for

various reasons, in all classes K–6 are also accessing this support. As a result, "Helping Hands" is a truly inclusive program. "Helping Hands" encompasses "Hands up for awareness", "Hands on for support" and "Hands holding for friendship".

Reach Out Committee

Ensured that playground visuals including walk zones, quiet areas and eating areas were maintained. Visuals were added to Clairgate's new "Welcome Tree" area. This committee was responsible for the maintenance of chair "movement bands" (sensory/movement supports available in all classrooms) throughout the year.

Classroom Support

Classroom sensory and movement supports have been implemented in every classroom. Teachers report calmer, more engaged students as a result of these adaptations. This includes *sensory tool kits* for every classroom and specialist teacher and *movement pedals* (and associated learning sequences and visuals for specific students) in every classroom. A number of chairs in each classroom have been modified with "movement bands" which support student's movement and sensory needs. Each classroom is equipped with a "Hokki stool" .

Anne Linnert (Teacher) and Karen Robert (SLSO) have created and maintained a physical bank of visual, sensory and other *resources*. These are shared with staff across the school upon request. Teaching strategies are formulated, discussed and modelled. As a result, all students are being supported to access the curriculum as fully as possible.

SENSATION STATION

The Sensation Station moved to smaller premises due to the establishment of an extra class at Clairgate. Equipment was packed and unpacked each day due to the use of shared premises in the library. Student numbers were successfully maintained and, at times, increased regardless of the smaller workspace.

This room supports the sensory needs of students on the Autism Spectrum as well as a range of other students (ADHD, anxiety, social emotional needs) It is a calming place where students have the opportunity to bring their bodies back to a state of calm and comfort, ready for optimal learning. It is also a "check in/check out" time for students to talk through or process any issues/worries they may be experiencing. This helps them to "move on" in order to engage more positively in the rest of their day. There are two Sensation Station sessions – before school and after recess. The room is available on a needs basis throughout the day to assist with the management of meltdowns. Staff report improved mood, focus and engagement as a result of these sessions.

Kindergarten Sensory Time

The shared Kindergarten "quiet room" was transformed into a mini "Sensation Station" due to a large number of kindergarten students requiring sensory and social

emotional support in order to manage behaviours. This included diagnosed students (ASD and ADHD) as well as other students (anxiety, social emotional and attention issues). "Sensory Time" improved student engagement and self regulation dramatically over the course of the year. Two sessions per day were implemented. SLSO, Karen Roberts ran these sessions following "Sensation Station" sessions and catered for up to nine students per session.

Playground Support

The "*Helping Hands*" seat is a designated safe area within the playground where students can go to calm down or wait for assistance if it is needed. This has been utilised by students who experience frustrations during play time including ASD and other students.

The *Busy Bees* playground group is managed by Karen Roberts and Sherida Borel for half of lunch time every day. It is a thriving community of students K–6 engaging in quiet, calming games, crafts and activities. Social interactions are fostered, supported and maintained with students forming friendships with their peers and older students supporting the play of younger students.

Future plans

Improve upon the use of the "Friendship Seat" and re establish links to the "Busy Bees" area.

Transition Support

Transition support in terms of entry to school and movement between school years and was provided through documented transition plans and student profiles. Visual and sensory resources were passed on to new teachers (school wide) to ensure continuity for transitioning students into the 2018 school year. "Transition books" introducing new Kindergartners to our school were given to students who needed extra support.

Tracking Students

Anne Linnert is in the process of establishing a user friendly student profile summary through the "Sentral" system. This will allow staff to quickly and easily identify any students in their class with additional needs. A procedure for the communication of newly gained information and therapist reports will be devised to ensure that teachers and the Learning Support Team are aware of any updates. This will be introduced to staff in 2019.

Report by Anne Linnert