

# Clare Public School Annual Report



2018



4565

## Introduction

The Annual Report for **2018** is provided to the community of Clare 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.

Sarah Binns

Principal

### School contact details

Clare Public School  
Booligal Rd  
Clare, 2715  
[www.clare-p.schools.nsw.edu.au](http://www.clare-p.schools.nsw.edu.au)  
[clare-p.school@det.nsw.edu.au](mailto:clare-p.school@det.nsw.edu.au)  
03 5020 6896

### Message from the Principal

The 2018 school year has been extremely rewarding at Clare Public School. The school and community have worked collaboratively to provide another successful and positive year of education, ensuring our students are provided with an innovative and contemporary environment necessary to achieve the educational goals we have set. The school year was busy and productive which resulted in increased student engagement and motivation. Within our School setting there is a strong feeling of connectedness and belonging.

Clare Public School staff are a dedicated and hardworking team with each member contributing to individual student wellbeing and development. The students at Clare Public School are resilient, confident and respectful and always display exemplary behaviour both within the school environment and outside in the wider community. The students' progress and growth is strongly supported by their families and the whole school community.

This year we ventured on the annual excursion to Canberra where the students were able to be involved in many different learning opportunities they wouldn't usually be able to access if it were not for the continued support of the P&C. The P&C play a valuable role in supporting the educational priorities of the school and students and we thank them for their continued fundraising efforts to support the students at Clare PS so they have the same opportunities as students from non-rural areas.

This year we also said farewell to two very special students. Larah Butler and Skye Fitzgerald came to Clare Public School as two tiny, little Kindergarten students in 2012. They then spent the next seven years learning, growing and succeeding at Clare Public School. In 2018, the girl's final year of primary education not only did they lead the school as Captains, they became exemplary role models to the younger students and shared their knowledge and maturity to become responsible young ladies. We wish them farewell and good luck in their high school education, they will be missed.

This year has also been the end of a very long era. Kaylene and Geoff Scott made the decision to retire. Both Kaylene and Geoff have been a part of Clare Public School for the past 30 years. I would like to acknowledge their significant contribution to the NSW Department of Education and the important role they played in supporting new teaching staff and assisting them to adjust to the challenges of living and teaching in a remote area. The support they have given to their colleagues has been highly valued. Their dedication to providing a quality service to the parents and students of Clare Public School has been greatly appreciated. We wish them both a happy, healthy and long retirement and hope they maintain the links they have with the school.

The information provided in this report is the result of a rigorous school self-assessment and review process undertaken during the year and provides an account of the school's many achievements and areas for future development.

It has been a pleasure to lead the school in 2018 and it has been a wonderful opportunity to play an integral part in each

student's learning journey.

Sarah Binns

Principal

## Message from the school community

### Presidents report Clare Public School P&C

2018 started off with a new Principal, Mrs Sarah Binns, bringing with her an extensive knowledge as a teacher and an enthusiastic approach, engaging with the students and their learning.

Intensive swimming week saw the Principal and students attend lessons at the Mildura Waves complex, with the P&C financially contributing a total of \$3000 to pay for parents' accommodation. It was an enjoyable and educational experience for the students where they all displayed a considerable improvement in their swimming skills.

Throughout the year the Principal along with the students and parents attended swimming, athletics and cross country carnivals with many successes for the students. The P&C contributed \$50 per family throughout the year for each event attended to help with travel costs.

The P&C held a successful Melbourne Cup fundraiser at Harts Horns Station. The P&C made a total of \$8607.50. The Melbourne Cup fundraiser is the P&C's only fundraiser for the year with a successful reputation for a great day out for families and community members.

The Principal, students and parents attended the school excursion in Canberra with the P&C contributing \$3000 to help with accommodation expenses incurred by the parents. The students attended the Australian Institute of Sport, the War Memorial, the Royal Mint, both Government and Parliament House, the National Zoo and Aquarium, Questacon, Geo Science and the National Dinosaur Museum. The group also went ice skating which saw the students enjoy an afternoon of learning to skate. The children learnt so much throughout the week which benefited their educational experiences in the classroom.

We wish the best for our two year 6 students Skye and Larah in their future educational journey at boarding school, as seniors they were great role models for younger students at the school.

The P&C donated to numerous charities totaling \$200 with these contributions going to Royal Far West and the Royal Flying Doctor Service, both are vital services in the rural community. The P&C also purchased vital medical supplies such as, defibrillator pads to the cost of \$225.

A warm farewell to our long-term staff, Geoff and Kaylene Scott who have worked at the school for over 30 years, you will be sadly missed but we wish you well in your retirement. A retirement gift was purchased for the Scotts totaling \$400.

The P&C also purchased student injury insurance totaling \$354.75, which ensures that our children as students are safely protected at all times whilst attending school.

Well done to the teaching staff and students for an enjoyable and successful year of learning with many activities involving parents and the community, such as the Easter Hat parade, morning teas for community/parents with visitors attending the school, school assemblies and the end of year presentation.

Regards,

Jamie Fitzgerald

Clare public school P&C President

## School background

### School vision statement

Our vision is to provide a happy, caring and stimulating environment where children will recognise and achieve their fullest potential, so that they can make their best contribution to society. Clare Public School sets high standards of learning and celebrates the achievements of each child.

### School context

Clare Public School is situated 155 kilometres north of Balranald and 75 kilometres south of Ivanhoe. It provides quality education in an isolated rural setting for students drawn from the surrounding sheep stations. There are 4 school families with a total of 6 students enrolled for 2015. The school structure consists of one multi-grade class with one full time teaching Principal, one-part time teacher covering release from face to face and support teaching and one student learning support officer. The school has a part-time Senior Administration Manager and a part-time General Assistant.

The Clare Public School community is committed to providing a caring, tolerant and supportive educational environment. We strive to ensure personal success and the pursuit of individual excellence for all members of our learning community. This is fostered through quality teaching and learning programs in a climate of continuous improvement and professional response to student's needs. By setting high educational, behavioural and moral standards, students attending the school are encouraged to reach their full potential.

Our school is involved in extensive teacher professional development which includes implementation of the quality teaching framework. Clare Public School also has excellent resources. Each classroom has access to an interactive whiteboard and a range of ICT resources. We also have a wide choice of sports equipment and grounds available for student use. Our school is involved in a variety of extra-curricular programs including, sport, excursions and leadership development.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

#### Learning

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

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

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

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

#### Leading

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

Parents and community members have the opportunity to engage in a range of school-related activities which help build

the school as a cohesive educational community. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. Administrative practices and systems effectively support school operations and teaching.

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

### Enhanced Teaching & Learning

#### Purpose

To create a dynamic and engaging learning environment reinforced by high expectations and quality teaching practice which are evidence based, data driven and differentiated according to the needs of individual students allowing for the development of self directed learners.

#### Overall summary of progress

In 2018 the IniaLit program was introduced and successfully implemented into teaching and learning programs.

#### Progress towards achieving improvement measures

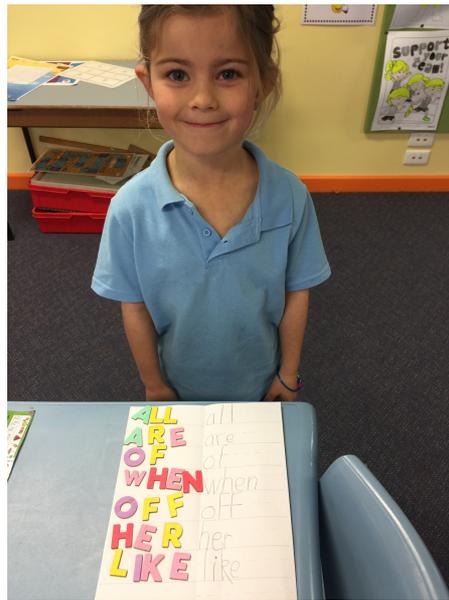
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs are data based, differentiated for student learning needs and demonstrate syllabus content measured by program review, student work samples and ongoing assessment.	Primary Connections Units Science Scope & Sequence Teachstarter.com	<p>In 2018 Clare Public School developed a Science Scope and Sequence to meet the individual needs of students in an isolated, rural context. A unit of Drama K–6 was also implemented and worked well across the multistage context. The Primary Connections Units were researched and used to develop a Science Scope &amp; Sequence that runs on a 3 year rotation. Early Stage 1 and Stage 1 units will be adapted where necessary to combine the two stages into K–2 multistage units of learning. This was done to meet the needs of students in an isolated, rural and remote school.</p> <p>Individualised learning instruction has been provided to all students. This has resulted in observations of high student engagement and participation throughout lessons delivery..</p> <p>Inialit is a research and evidence based pedagogy. The program is a whole literacy program. ES1 students has made excellent progress throughout the second semester. Currently reading Level 12 PM readers well above the suggested 5–8 levels for ES1 (as per the continuum) and well above the suggested Level 9 for the L3 program.</p>
Students have a strong understanding of their learning objectives based on teachers providing explicit and meaningful feedback on how to improve their learning to attain better results.		All students showed growth in Numeracy and Literacy. With all students working at or above expected levels for age/stage ability.
Internal and external data shows student growth across all KLA's.	Students set goals in Literacy and Numeracy throughout the year. Students showed improvement and met all set goals. Evidence was gathered through the	Set goals were all achieved for all students.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external data shows student growth across all KLA's.	collection of data. Formative assessment, that was ongoing throughout the year using a variety of assessment data and anecdotal observation	Set goals were all achieved for all students.

## Next Steps

IniaLit will continue to run as the K–2 Literacy program at Clare Public School. To embed this program in the school, all teaching staff will receive training in the program.



## Strategic Direction 2

### Whole School Wellbeing & Community Connections

#### Purpose

To increase community participation in school leadership, wellbeing and family partnership projects so that our students become confident, creative and resilient members of the community.

#### Overall summary of progress

Clare Public School made strong connections with other small, rural and remote schools to enhance student wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement and data as evidenced through student achievement and surveys.	Facebook Email Internet page Newsletters	<p>Clare PS uses the school Facebook page to advertise all school events. Emails are sent to the whole community. Term Planners are also available through Facebook, email and our webpage. Newsletters are sent out to the community 1 to 2 times per term and the link is also on the school webpage.</p> <p>The impact if this, is that the school and wider community are well aware of the learning that is happening both within school and what professional development staff are involved in. The community is aware of our open door policy and that they are welcome to visit the school. They also know which staff members are on site and who is away at training. This communication has made a positive impact within the community and school.</p> <p>Staff at Clare PS are committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development.</p> <p>Clare PS has made a concerted effort to draw on the expertise, contribution and support of their community. Community engagement maximises how students connect, succeed and thrive resulting in enhanced student wellbeing outcomes.</p> <p>In 2019 the framework will be looked at during staff development days.</p> <p>In 2019, Clare Public School would like to host more events such as cluster days between local schools, where the students, parents and wider community can connect. These events are vital to the health and wellbeing especially for people living in an isolated, rural and remote area such as Clare.</p>
Increase community participation in school events.	Working Bees Presentation Day	<p>Strong community involvement was experienced throughout the year at various school events.</p> <p>Presentation Day received a large turnout of</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase community participation in school events.	Assemblies Flying Padre Presentation Day School Annual Performance Melbourne Cup Luncheon Hatfield Happening	community members and their support is valued and highly respected.

## Next Steps

Clare Public School will continue to work with the school and broader community to maintain strong connections for the benefit of staff and students. Network connections with small schools from the surrounding areas will be a high priority.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$10,674	0.1 funding for School Learning Support Officer
<b>Socio-economic background</b>	N/A	N/A

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	4	5	3	0
Girls	2	2	2	3

Clare Public School began 2018 with an enrolment of six students. In term 3, enrolment dropped to three due to a family moving out of the area.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	83.3		89.6
1			92.4	
2		85.9		86.6
3	93.4		94.9	
4		88.5		84.1
5	93.4	84.6	86.7	
6	97.4	85.9	83.5	92.1
All Years	94.1	86.1	88.9	89
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		93.8
1			93.8	
2		94.1		93.5
3	94.1		94.1	
4		93.9		93.4
5	94	93.9	93.8	
6	93.5	93.4	93.3	92.5
All Years	94	94	93.7	93.3

### Management of non-attendance

Overall attendance has remained stable throughout 2018 and has increased since the 2016. Non-attendance is not at issue at Clare Public School as both the parents and community value the importance of education. The term planner displays short and long weeks and parents are able to plan important appointments around these dates to minimise absences.

If non-attendance becomes problematic it may be

addressed by seeking the prompt return of absentee notes following an absence, frequent reminders of the importance of regular attendance in the school newsletter, DoE developed pamphlets, phone calls and interviews with parents and carers when necessary and ensuring that every child enjoys coming to school to learn. The services of the Home School Liaison Officer are also available, if required.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

Currently there are no members of staff that identify as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

The Teaching Principal holds NESA Accreditation at the Proficient level.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	56,731
<b>Revenue</b>	320,803
Appropriation	319,483
Sale of Goods and Services	0
Grants and Contributions	746
Gain and Loss	0
Other Revenue	0
Investment Income	573
<b>Expenses</b>	-239,791
Recurrent Expenses	-239,791
Employee Related	-217,169
Operating Expenses	-22,622
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	81,012
<b>Balance Carried Forward</b>	137,743

Both the Principal and School Administration Manager have received training in the new SAP finance program. Clare Public School remained well within its financial budget for the 2018 school year.

Staffing is the largest component of the budget.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	279,465
Base Per Capita	967
Base Location	14,687
Other Base	263,811
<b>Equity Total</b>	15,113
Equity Aboriginal	0
Equity Socio economic	2,766
Equity Language	0
Equity Disability	12,347
<b>Targeted Total</b>	0
<b>Other Total</b>	14,021
<b>Grand Total</b>	308,599

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.

In 2018, Clare Public School did not have any students in either years 3 or 5 to sit the National Assessment Program for Literacy and Numeracy.

As with previous years, due to the small cohort of students (less than ten) detailed analysis of results and graphs, including percentage in bands, three year

school average and average progress, cannot be provided.

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 per the Departments of Educations requirement, student reports are sent home twice a year in terms 2 and 4. Clare Public School has strong connections to the parents and families and we have the benefit of conversing on a daily basis. This allows for any issues that may arise, whether they be academic or social, to be addressed in a timely manner.

## **Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. Due to our small cohort of families we are in the very fortunate position of speaking with parents daily. Our Facebook page has added to our regular communication as messages are sent privately and regularly. We know our parents intimately; informal discussions are embedded and their total satisfaction with our culture, teaching and learning and every aspect of school life is openly shared. We know that our parents love our school and appreciate the time and energy staff put into ensuring their children are our main focus. Our parents all agree that they would like their children to be resourceful, resilient problem solvers who are competent users of technology with the ability to communicate well and care for others.

They expressed their continued appreciation for the:

- \* Varied opportunities students are offered and school financial support for extracurricular activities
- \* Curriculum adaptation to respect our local context and the students' real world.
- \* Teachers' dedication to ensuring students are happy, successful learners.

## **Policy requirements**

### **Aboriginal education**

At Clare Public School staff acknowledge the importance and value of Aboriginal culture, by incorporating Aboriginal perspectives across all Key Learning Areas within teaching and learning programs.

### **Multicultural and anti-racism education**

Clare Public School Principal undertook mandatory training as an ARCO (Anti Racism Contact Officer) to meet department requirements.