

Claremont Meadows Public School Annual Report



2018



4622

Introduction

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

Ms Sharon Le Ban

Principal

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School background

School vision statement

Claremont Meadows Public School strives for Educational Excellence in all curriculum areas that is inclusive of all students; providing opportunities for the development of creativity, inquiry, resilience and the skills to become lifelong learners. Our Educators and support staff are highly skilled through on-going professional development, collaboration and validation of evidence to support current best practice. Our school promotes community engagement where there is a shared understanding, responsibility and commitment to agreed values and practices and the provision of the school as a centre for the community.

School context

Claremont Meadows Public School opened in 1997 and has been fully operational for 20 years. The school has a strong focus on professional development, leadership, teacher mentoring and high expectations for all students.

Within the school boundaries there are multiple housing estates under development and this is beginning to impact on the school numbers. Our student population is growing with an anticipated enrolment of 560+ for 2018, inclusive of three multi-categorical classes. In 2018–19 the school will be extended with the inclusion of 12 newly built classrooms a new student toilet block and a professional learning space for staff.

The school is well equipped with air conditioning in all learning spaces through P&C funding. We have an extensive Cola and three outdoor learning areas for student use during lesson and play time. Technology is embedded in all classrooms and learning spaces. An Out of School Hours (OOSH) service operates on the school site and is facilitated by the YMCA.

Our student population represents a range of cultures. We promote an inclusive school environment, which is underpinned by Positive Behaviour for Learning (PBL) expectations where students are Safe, Respectful, Responsible learners.

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.

The Claremont Meadows Public School community has been actively involved in the review and on balance judgements of our school progress. The School Management Plan has been assessed at the end of its first year with strong progress and clear directions determined. In many areas the staff determined an on balance judgement but were very close to moving the judgement to higher levels. The strongest outcome was that the School Management Plan is driving the school directions resulting in improved student outcomes and quality teacher practices.

Our School Excellence Framework results were:

LEARNING: Learning Culture = Sustaining and Growing

LEARNING: Wellbeing = Sustaining and Growing

LEARNING: Curriculum = Sustaining and Growing

LEARNING: Assessment = Sustaining and Growing

LEARNING: Reporting = Sustaining and Growing

LEARNING: Student Performance Measures = Delivering

TEACHING: Effective Classroom Practice = Delivering

TEACHING: Data Skills and Use = Sustaining and Growing

TEACHING: Professional Standards = Sustaining and Growing

TEACHING: Learning and Development = Sustaining and Growing

LEADING: Educational Leadership = Sustaining and Growing

LEADING: School Planning, Implementation & Reporting = Excelling

LEADING: School Resources = Sustaining and Growing

LEADING: Management Practices & Processes = Sustaining and Growing

THIS 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

Engaged, Resilient, Informed and Creative Citizens

Purpose

To deliver quality literacy and numeracy programs focused on improved learning outcomes; resulting in engaged learners who take responsibility for their own learning as evidenced through student data and growth.

Overall summary of progress

Across 2018 a lot of work was tailored to meeting teachers learning needs in the areas of: Reciprocal Reading, Literacy Pro Strategies, Kindergarten learning– L3 strategies; Number talks and a detailed introduction into the theory and practices of Visible Learning. Our data sources including NAPLAN, PAT testing, Literacy Pro Lexiles and class based assessments all show strong positive growth. As this is the first of a three year plan it is intended that these strategies continue and increase student growth demonstrated over time.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN – Bump it Up targets to increase the number of students including Aboriginal students in the top two bands by 12% each year and maintaining the valued added growth.</p> <p>At least 80% of Year 5 students achieving value added growth of 2 or more bands in Reading and Numeracy.</p>	<p>Off class Assistant Principal fulfilling an Instructional leadership role. Covered through staffing allocation.</p>	<p>This year our NAPLAN results were very favourable with an overall achievement of 28.04% of our students in the top 2 Bands. Whilst this was an 8% improvement from last year our 12% target overall was not achieved. When broken down into grades the actual achievements were impressive.</p> <p>Year 3 Reading= 44.29 %, Mathematics = 32.26 %</p> <p>Year 5 Reading = 25.64%, Mathematics 11.54%</p> <p>2018 was also the first year of doing NAPLAN online.</p> <p>Mathematics will be a 2019 focus.</p>
<p>Students are able to articulate learning intentions, success criteria and their individual learning goals.</p>	<p>Refer to TPL funds in Strategic Direction 2.</p>	<p>2018 was our introduction and training year for Visible Learning. Five staff attended the Symposium and listened to John Hattie and Doug Fisher. The presentation included an overview of Visible Learning, assessment capable learners and strategies to assist students understand their current performance and where they are going next in their learning. Staff learned effective ways to build relationships with students and engaged in collegial discussions and sharing of ideas.</p> <p>Approximately 20 hours of professional learning has been delivered to staff on theory and understanding of practices.</p>
<p>Increased proportion of students achieving grade appropriate outcomes in English and Mathematics.</p>	<p>Refer to TPL funds in Strategic Direction 2.</p>	<p>Reciprocal reading continued to be a focus in the 2–6 classrooms with explicit demonstration, observation and feedback from the Instructional Leader –Assistant Principal.</p> <p>Students 2–6 engaged in differentiated reading groups, either reciprocal reading or guided reading with a strong focus on consistent language.</p> <p>L3 strategies and training for staff commenced in 2018. At the conclusion of the year–71% of the</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving grade appropriate outcomes in English and Mathematics.		Kindergarten students were working at or above the expected levels. When comparing week 10 Term 1 and week 38 Term 4 data there has been significant progress. Our school percentages were higher by 6% for Kindergarten students working at or above in reading than the total school data for the L3 training group.
Through the introduction of the backward mapping processes; students grades 2–6 will be achieving at or above 0.4 effect size growth between pre and post test results in number.		

Next Steps

NAPLAN: Our results whilst very positive (especially in the area of Reading), indicated that Mathematics is an area of concern. 2019 will see greater work on Number talks and Mathematics with the measurement strand being the focus for RFF. This will be further supported with small group targeted instruction for Grades 3 and 5 students on Numeracy skills.

Reciprocal Reading and Literacy Pro strategies are showing very positive results in student outcomes and will continue in 2019.

L3 was introduced to Kindergarten in 2018. In 2019 our Kindergarten teachers will participate in the second year of training to refine and develop their skills, any new teachers to kindergarten will be provided with the first year of L3 training. Year 1 Staff will commence their training in these strategies.

Strategic Direction 2

Quality Teaching, Learning and Leadership

Purpose

Professional development of staff to create meaningful and relevant learning opportunities that translates into quality teaching and learning practices for students. To embed evidence based professional learning and leadership into quality teaching practices, supported by the use of data to differentiate the learning to improve outcomes for all students.

Overall summary of progress

Professional learning for all staff across 2018 was rich in content with a strong foundation on best practice and theory as to what works best. A lot of the professional learning budget and training time went into the following key areas: Visible Learning; Learning Sprints, L3 strategies for Kindergarten and Number talks. Staff have a much deeper understanding of best practice and these areas will continue to be our focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom practices show evidence of the implementation of the professional learning practices in Literacy and Numeracy.	L3 Training = \$20,000 RAM Funds TEN training & resources = \$16,800 Literacy & Numeracy budget	Reciprocal Reading continued to be a focus in the 2–6 classrooms with teachers provided with support and feedback from the IL AP. Students 3–6 are exposed to all components of Reciprocal Reading and use consistent language across the school. Data was collected and analysed every five weeks which reflected positive growth across the school. All teaching staff engaged in professional learning on 'Engaging students in maths word problems'. Teachers examined PAT Maths data and analysed the questions students completed incorrectly and engaged in professional discussion. Teachers engaged in a professional reading and unpacked the language needed to successfully engage in word problems. Teachers began to understand Newman's Error Analysis as a tool to support students when attempting word problems.
Teachers trained in and implementing visible learning, with processes evident in all classrooms and teaching programs.	Teacher Professional Learning Funds \$15,000 was committed to Visible Learning training and development.	All staff received professional learning in the research of John Hattie on Visible Learning and its impact on student outcomes. Staff engaged in a variety of activities, unpacking surface, deep and transference of learning and examining their effect size on student growth. Staff viewed videos of students engaging at each level of learning and engaged in professional discussions. Staff examined the SOLO model of learning.
All staff use the Australian Professional Teaching standards to maintain records for accreditation / maintenance at proficient or at high / lead levels and as a measure of professional growth.	Teacher Professional Learning Funds \$18,000 budgeted for teacher professional training.	All staff were provided with a learning journal to record and monitor their learning achievements in line with the NSW Teaching Standards. All staff are registered and completing the standards appropriate to their level of development. Staff attended a range of professional learning courses to meet their Personalised Development Plans and accreditation levels.

Next Steps

Across 2019 Visible Learning will continue to be a large focus area for teacher development, more specifically into the

areas of: learning intentions, success criteria and positive feedback. Staff will also be actively involved in learning sprints and backward mapping. In the area of Mathematics, training of staff in backward mapping in line with the curriculum and planning lessons with clear learning intentions will be a focus. L3 for Kindergarten staff will move to the second year of training, new Kindergarten staff and Year 1 staff will commence L3 training.

Strategic Direction 3

Effective Communication and Connections.

Purpose

The implementation of meaningful communication that engages a supportive school community. Students demonstrate a connection with school, a sense of belonging and a commitment to achievement and success.

Overall summary of progress

There were three areas of focus within this Strategic Direction. They included: Parent communication and this was well maintained across multiple forms of media including: website; school newsletter/ notes; our school Facebook page; electronic notice board and our e news App. The combination of these allowed for maximum communication and the high number of community members that attend our school functions reflect their effectiveness.

The second area is student welfare and resilience– and developing our 'know every student' mantra. This year we introduced the Bounce Back program. Within the program our school directions were clear about common practices and modelling consistent common language. Staff provided scaffolds to ensure effective communication was evident throughout the school. This is our first year and it will need continued refinement to embed core concepts and knowledge across the entire school.

The third area is connecting and celebrating with the school community. We had many events across the year where parents and community members could engage, these are always very successful and form part of our school culture. Across 2018 these included:

Meet the Teacher

Grandparents Day

Kindergarten Orientation Interviews

Parent Information sessions

Sport carnivals

Easter Hat Parade

Kindergarten Reading and Writing Information Night

Education Week and Book Fair

Book Week Parade

Multicultural Day

Christmas Concert

Parent/ Teacher Interviews

Year 6 Graduation

Celebration of Learning Assembly

Fortnightly assemblies

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhanced communication of information regarding school practices, processes and events	Costs covered within school operational costs.	Shared language and consistent programs being modelled by staff. Extension of the use of our School e news App, Facebook page and website as

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>by using a variety of modes. Increased parent participation at community days from 2017 baseline data.</p> <p>Develop and sustain positive relationships with all stakeholders through collaborative and meaningful dialogue and providing feedback in a variety of forms.</p>		<p>a means of open and accessible information to the school community. Newsletters continue to be distributed to ensure effective communication.</p> <p>Open school events continued across the year with strong parent / community engagement.</p>
<p>Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.</p>	<p>\$1500 school funds to purchase the Bounce Back teaching resources.</p>	<p>Shared language and consistent programs being modelled by staff. All classes implementing the weekly Bounce Back lessons. This was the first year of operation and will need continued monitoring to judge short and long term impact.</p>

Next Steps

Our Connection and Communication practices will continue in 2019. The Bounce Back program will be extended through the purchase of more resources to support the program and establishing consistent lesson delivery on a weekly basis. We will also be establishing clear protocols for procedures and processes for community access and comments in the world of digital media.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> An additional \$10,000 has been provided to this program to purchase additional teacher time and a further \$5000 for resources from Socio Economic funds. Aboriginal background loading (\$26 626.00) 	<p>Committee was established with two agreed key targets: 1. Employ additional staff to provide additional support to identified at-risk students to assist them in achieving at or above grade clusters. To achieve this the school has allocated an additional \$10,000 from school funds to cover staff costs. 2. Establish a 5 week culture/ teaching cycle school-wide leading to NAIDOC week and \$5000 has been set aside for additional classroom resources.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$65 183.00) 	<p>The EAL/D program continued to be administered effectively and efficiently with students learning oral language and comprehension skills. Data is collected and analysed every five weeks adjusting programs, when required, to suit the individual learning needs of students. Data reflects positive growth in the majority of children in the EAL/D program.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$230 002.00) 	<p>The Multi Lit and in-class support programs have been implemented effectively, however, due to teacher absences the Mini Lit program was unable to be implemented. Data reflects positive growth in the majority of children within the allotted programs. Selected students in Year 3, 4, 5 and 6 have received in-class reading and comprehension support. Data reflects that in Year 3 – 4/6 students showed growth between 32–197 Lexile levels, in Year 4 – 16/19 students showed growth between 12–95 Lexile levels, in Year 5 – 6/7 students showed growth between 26–43 Lexile levels.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding is through a staff allocation.</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>A 0.9 teacher allocation was given to the school to release AP's for in-class support and program development. Through school funding, this has been boosted by 0.5 to allow all AP's equity in time. The effectively equally 5 days per week of release time. The Assistant Principal's worked with their staff to develop classroom practices, teaching programs and consistent practices in our targeted literacy programs.</p>
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$167 168.00) 	<p>Funding allocations: \$85,000 for SLSO in class support, this funding was increased across the year to provide at least 3 hrs per day of SLSO support to our four Kindergarten classes. Each class had 1–2 high needs students, this funding assisted providing support to these students to access the curriculum.</p> <p>The money was also used to fund L3 training costs \$20,000 and AP higher duties \$30,000. This year we established on additional Executive position to provide more tailored support to staff. This has proven effective and will continue in 2019.</p>
Support for beginning teachers	<p>Funding \$14,000 received mid year.</p>	<p>From the start of the year we acknowledged and established support for our beginning</p>

<p>Support for beginning teachers</p>	<p>Funding \$14,000 received mid year.</p>	<p>teachers. Our identified beginning teachers were provided additional release from teaching, aligned with a mentor and supported through Executive staff. Further, we acknowledged that we had some mature teachers new to our school and / or on grades less familiar to them and provided 1–1 mentor support on a rotational basis. These practices provided strong support for our staff and gave them solid information from which to develop their practices.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	269	274	272	279
Girls	231	254	259	275

Student enrolment is increasing as a reflection of the increasing expansion of housing estates within the School's boundaries. It is expected to see continued growth over the next few years, to support this, twelve (12) additional classrooms are under construction on the school grounds.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	94.1	94.3	94.3
1	94.3	92.4	95	92.1
2	93.4	94	93.2	93.6
3	92.4	92.9	94.2	93.1
4	93.7	92.7	93.3	93.5
5	92.3	93.2	92.4	93.6
6	94.3	91.6	92.6	93.4
All Years	93.3	93	93.6	93.4
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

Claremont Meadows P.S. attendance rates are very comparable to State averages. Our attendance data is mainly effected by students who go on leave during school time for holidays and family reunions. Student absences are, in the first instance, managed by the classroom teacher where, after three days of non-attendance, the teacher contacts the family to

determine the cause of absence. Notes are collected and rolls marked in accordance with the established codes. Where patterns of absences emerge or high-frequency absences are occurring, class teachers bring this to the attention of the Deputy Principal or Principal for follow up. Letters are then sent home outlining the concern and a list of dates that require an explanation. The Home School Liaison Officer monitors regular absence reports and meets with the Deputy Principal to discuss any concerns. The Principal makes contact with parents where concerns are emerging. In instances of high unexplained absences reports to the Home School Liaison officer are made for follow up. In 2018, two reports were made for follow up. Parents / Carers of students taking leave are asked to submit an Application for Extended Leave – travel form. These applications are considered and a certificate of approval is issued by the Principal.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.03
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	7.06

*Full Time Equivalent

In 2018 Claremont Meadows Public School had three very proud Indigenous teachers on their team.

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	32

Professional learning and teacher accreditation

Staff participated in a number of learning opportunities to support the School Management Plan and develop individual knowledge. Across 2018 a high percentage of both time and money went into three key focus areas

including L3 (Language, Learning & Literacy) for Kindergarten teachers, Learning Sprints and Visible Learning for all teachers.

L3 involved Kindergarten teachers attending in school and external training in the L3 program. Teachers worked closely with an L3 trainer who provided professional learning and in class support. This program is being extended to New Kindergarten staff and Year 1 teachers in 2019.

Visible Learning is a three year commitment for the school in terms of professional learning. In 2018 staff were exposed to the theory and rationale behind how children learn and the impact of making that learning clear and consistent. Teachers participated in extensive professional learning, both internally and by attending conferences, visiting other schools and classrooms and developing a shared understanding of the philosophy underpinning Visible Learning through professional readings and collegial discussions.

Teachers also received professional learning in the Learning Sprints process. This approach enabled teachers to work collaboratively across and within their grades, sharing their knowledge and expertise with each other to develop explicit teaching for target groups of students. Executive staff attended external training on the process and shared this with all teachers. Other training and development that staff were involved in included:

- Child Protection
- Code of Conduct
- Bounce Back Resilience Program
- Student Welfare – developing consistent practices
- Teacher Accreditation– implementation of Teacher Learning Journals
- Unpacking the School Plan and validating against the School Excellence Framework
- Number Talks
- Reciprocal Reading and Literacy Pro
- Comprehension Strategies – revisiting the Super Six strategies
- Analysing and using student data to inform teaching and learning
- Refining scope and sequences for CAPA and PD/H/PE
- Learning from Global Leaders & Systems
- Teaching EAL/D students
- Programming for the new Science and Technology syllabus
- Supporting students with Autism

- PLAN 2
- NAPLAN online
- Best Start online
- SAP and HR planning tool
- SLSO training
- SAM Conference
- Transition to High School Network meetings

Teacher accreditation: In 2018 one teacher completed their accreditation at proficiency level and three staff completed their five year accreditation review.

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	434,279
Revenue	5,435,787
Appropriation	5,206,899
Sale of Goods and Services	20,763
Grants and Contributions	200,631
Gain and Loss	0
Other Revenue	0
Investment Income	7,495
Expenses	-5,243,952
Recurrent Expenses	-5,243,952
Employee Related	-4,750,562
Operating Expenses	-493,390
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	191,835
Balance Carried Forward	626,114

The School's financial management is initially managed through the Principal and Executive team in line with Department of Education practices utilising the SAP tools. Budgets are allocated to key areas where a committee oversees the budget allocation and

recording of expenditure. All monies are fully accounted for and income/ expenditure all match. Our funding allocation now includes all staff salaries, making the budget look more extensive than actually available for spending. Monies carried over are predominately school generated funds.

Our School's financial management processes and governance structures to meet financial policy requirements. In 2018 all Government consolidated funds were spent in accordance with budgets and allocations.

Within our Resource Allocation Model (RAM) all monies were spent in accordance with their designated areas.

– This year additional money was set aside from equity funds to allow for teacher aide support for part of each day in all four Kindergarten classes. This was a combined salary cost of \$96,000

–The school committed an additional \$15,000 to the RAM Equity allocation of \$26,626 for Aboriginal Education to provide 2 days a week teacher support for identified students in the area of math instruction.

– \$20,000 was spent on L3 Training for Kindergarten teachers.

–The integration budget of \$164,000 was fully committed and spent on students accessing the curriculum.

– In 2018 the school spent \$20,000 on a partial library refurbishment with more planned for 2019.

– The school continued to employ a speech pathologist to support our students at a cost of \$12,000.

The school carried over more money than expected due to reimbursements from both 2017– 2018 received to cover costs incurred through staff extended leave.

In addition to all school programs – Money has been set aside in the 2019 budget to cover:

– \$104,000 has been committed to teacher salaries to create one (1) additional class.

– Continue to refit the Library with new furniture \$15,000.

– Technology: employ maintenance contractors, purchase new equipment and repairs \$45,000

– Leasing of new photocopiers – anticipated cost \$20,000.

– Repairs to air conditioners/ replacement and ongoing school improvements \$20,000.

–\$23,000 has been committed to continuing L3 training.

– \$30,000 for salaries for an additional Assistant Principal position.

– Meet school costs as they arise.

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	3,685,106
Base Per Capita	105,672
Base Location	0
Other Base	3,579,433
Equity Total	488,978
Equity Aboriginal	26,626
Equity Socio economic	167,168
Equity Language	65,183
Equity Disability	230,002
Targeted Total	718,015
Other Total	101,501
Grand Total	4,993,600

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 Claremont Meadows Public School students

completed NAPLAN online.

Our results overall were very pleasing with above State growth achievements.

Our school achieved an overall 8% improvement in students scoring in the top 2 bands.

In Reading, there was an improvement in the number of students achieving in the top two bands.

In Year 3 there was a 12% increase from 2017 to 2018.

In Year 5 there was a 7.8% increase from 2017 to 2018.

In Numeracy for 2018, there was an overall improvement in the number of students achieving in the top two bands.

In Year 3 there was a 10% increase from 2017 to 2018.

In Year 5 there was a 6% increase from 2017 to 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. 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.

NAPLAN results were very favourable with an overall achievement of 28.04% of our students in the top 2 Bands. Whilst this was an 8% improvement from last year our 12% target overall was not achieved. When broken down into grades the actual achievements were impressive.

Year 3 Reading= 44.29%, Mathematics = 32.26%

Year 5 Reading = 25.64%, Mathematics 11.54%

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

Tell them from me Survey: The survey data reflects very positively on our parent satisfaction where our results were above state norms in each of the areas examined. The State data is shown in brackets with the school result indicated. Results are out of 10.

Parents feel welcome:

NSW Govt. (7.4) School result 7.6

Within this section a strength was the point: I can speak easily with my child's teacher with a score of 8.8. The lowest score was 5.80. Parent activities are scheduled at times when I can attend. This is a difficult area to overcome for working parents.

Parents are informed:

NSW Govt. (6.6) School result 6.9

Parents support learning at home:

NSW Govt. (6.3) School result 7.1

School supports learning:

NSW Govt. (7.3) School result 7.5

School supports positive behaviour:

NSW Govt. (7.7) School result 8.0

Safety at School:

NSW Govt. (7.4) School result 7.6

Inclusive School:

NSW Govt. (6.7) School result 6.8

Our whole school events data indicates a high level of engagement and satisfaction of our practices where attendance is always high and continuing to grow.

Student Satisfaction based on 218 students grades 4–6:

Tell them from me Survey: The survey data demonstrates that our school satisfaction is tracking along close to that of State norms and overall there is a very strong positive outcome for student satisfaction. Results are measured against 100%.

Students feel accepted and valued by their peers and others at their school.

NSW Govt mean 81% School 79%

Students have friends at school they can trust and who encourage them to make positive choices.

NSW Govt. mean 85% School 84%

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

NSW Govt. mean 96% School 94%

Students try hard to succeed in their learning.

NSW Govt. mean 88 % School 91%

Important concepts are taught well. Class time is used efficiently and homework and evaluations support class

objectives.

NSW Govt. mean 8.2 School 8.4

The following data has been converted to Mean's and is a decimal norm out of 10.

Students feel they have someone at school who consistently provides encouragement and can be trusted for advice.

NSW Govt. mean 7.7 School 7.9

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

NSW Govt. mean 7.7 School 7.9

Students understand that there are clear rules and expectations for classroom behaviour.

NSW Govt. mean 7.2 School 7.2

Teacher Satisfaction:

97% of teachers believe 'School Leaders in our school are leading improvement and change'.

93% of teachers believe ' School Leaders clearly communicate their strategic vision and values for our school'.

90% of teachers use Learning Sprints in their class at least three times or more per week

94% of teachers believe that involvement in Professional Learning has led to changes in their teaching practices

The following data sets have been converted to Mean's and is a decimal norm out of 10.

Setting Challenging and Visible Learning Goals

NSW Govt. mean 7.5 School 7.6

Providing Quality feedback to students

NSW Govt. mean 7.3 School 7.4

Supporting students overcome obstacles to learning

NSW Govt. mean 7.7 School 7.8

Policy requirements

Aboriginal education

The RAM Aboriginal Education funding in 2018 was \$26,626. An additional \$10,000 has been provided to this program to purchase additional teacher time and a further \$5000 for resources from Socio Economic funds.

A committee was established with two agreed key

targets:

1. Employ additional staff to provide additional support to identified at-risk students to assist them in achieving at or above grade clusters. To achieve this the school allocated an additional \$10,000 from school funds to cover staff costs. The program commenced with a literacy focus but found through SENA assessment that the students needed greater support in Numeracy.

Targeted students received small group or one- one support in the area of number twice weekly. At the conclusion of the program SENA 2 data showed that 5/5 students are grade appropriate in numeral identification, 2/5 are grade appropriate for counting by 10s, 100, 1000s, and 3/5 are grade appropriate for early arithmetic strategies (EAs). This program will be continued in 2019 to assist these and any new students to our school work towards grade appropriate bench marks in numeracy.

2. Establish a 5 week culture / teaching cycle school-wide leading to NAIDOC week and \$5000 has been set aside for additional classroom resources. This program commenced with a cultural awareness day employing the Koomurri team who presented a range of activities including a welcoming ceremony, painting, boomerang throwing, examination of artefacts, Aboriginal dance and music. It was a fabulous day for all students and provided a great entry into a 5 week teaching and learning program on Aboriginal culture, Dream time and art. The program was concluded with a NAIDOC assembly and a great display of a didgeridoo playing by an Aboriginal worker from our building site. This gentleman also opened our Celebration of Learning assembly with a musical item on his didgeridoo which was very well received by the school community.

Our practices also include: the Aboriginal flag is flown every day and all assemblies commence with an Acknowledgement of Country by one of our Aboriginal teachers. Our National Anthem is played accompanied by Aboriginal instruments and used at all school events.

The Tell them from me Survey results indicated that:

Aboriginal students:

– I feel good about my school

Agree = 21% and strongly agree = 48%

resulting in a 69% positive result.

– Teachers understand culture

Agree = 25% and strongly agree = 54%

resulting in 79% positive result.

– Expect to go to University

Agree = 24% and strongly agree = 44%

resulting in 68% positive result.

increased which has resulted in the inclusion of an Aboriginal Representative approved by the AECG on all merit selection panels for permanent staff appointments.

successful food fair, cultural dress and assembly. This event is developing each year with increasing community attendance and support.

Multicultural and anti-racism education

Multiculturalism is promoted at Claremont Meadows Public School through:

1. Employment of an EAL/D specialist staff member for three days per week as per allocation and an additional day from funding to assist student engagement and curriculum access.
2. Utilising school assessment (PLAN and NAPLAN) to identify students and allocate them to appropriate early intervention.
3. Students in grades 3–6 participating in the Multicultural Perspectives Public Speaking competition.
4. A professional learning budget established that provides staff with the means to attend on and off-site training and where appropriate release time (TPL funds).
5. Two Anti-Racism officers trained in managing any areas of concern and keeping data on incident and resolution practices.
6. Interpreter services accessed when required to support home / school communication.

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO for Claremont Meadows Public School in 2018 dealt with two (2) reported incidents of racism by one (1) student to student and one (1) student to a staff member. After an investigation, each incident was established and resulted in consequences and conferencing for those involved in being racist. All students were remorseful for their actions; there was no repetition of actions or individuals involved. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being safe, responsible and a learner. Students, teachers, parents and the community are continuing to create an environment of harmony through mediation, procedural, educational and monitoring.

During Term 1, Claremont Meadows Public School celebrated Harmony Day with the theme of inclusiveness, respect and a sense of belonging for everyone. It is a day for all Australians to embrace cultural diversity and to share what we have in common. The central message for Harmony Day 2018 was that Everyone Belongs reinforcing the importance of inclusiveness to all Australians. On Harmony Day the staff and students from Kindergarten to Year Six were involved in a class display which highlighted the cultural diversity within our school.

In Term 4 we celebrated a Multicultural Day with a very