2009 Annual School Report
Clarence Town Public School

NSW Public Schools – Leading the way
Our school at a glance
Clarence Town Public School provides a safe and caring environment for all students in a country setting.

The school is committed to quality teaching and learning programs and provides students with knowledge, understanding, skills and values for productive rewarding lives.

Students
Each student brings a different skill and attitude to our school community. Throughout the year we saw all of our students grow and develop. This report is all about the experiences they had and the achievements they made.

Staff
Our teaching staff is made up of experienced teachers and those new to the profession.

The professionalism, dedication and commitment by our staff, combined with parent support, ensures that students are valued and provided with opportunities to maximise their potential.

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

Significant programs and initiatives
In 2009, the school commenced planning for the implementation of the Positive Behaviour for Learning Program (PBL). PBL will complement our existing student welfare programs.

The commencement of the Commonwealth Government funded projects; including the upgrade of the playground, the building of two new classrooms and the extension to the existing library is adding to our excellent facilities.

Student achievement in 2009

Literacy – NAPLAN Year 3
In overall literacy, the percentage of students in the top two bands was double that of 2008 whilst there was a 64% decrease in the percentage of students in the bottom two bands.

Numeracy – NAPLAN Year 3
97% of students achieved at or above the minimum standard in mathematics as set by the Commonwealth Government.

Literacy – NAPLAN Year 5
When compared to other schools in the area our school achieved a higher growth in writing than 80% of the schools.

Numeracy – NAPLAN Year 5
In numeracy, there was a 40% decrease in the percentage of students in the bottom two bands whilst there was a similar percentage of students in the top two bands when compared to 2008.

Messages

Principal’s message
The Annual School report is a summary of the school’s achievements in 2009 and provides information regarding our priorities for 2010.

It is with pleasure I take the opportunity to congratulate the students, staff and parents of Clarence Town Public School on their achievements and endeavours throughout 2009.

The focus of the school is on learning and ensuring that all students are encouraged and supported to achieve their full potential. Our school motto “Kindness, Honesty, Effort” encompasses our belief that a school environment needs to be calm, warm and welcoming in order to assist all students, staff and parent volunteers to support each other in achieving the best possible outcomes.

We have a commitment to implementing and integrating technology in all classroom learning and this is supported by the purchase of resources and ongoing teacher professional development. Through the use of technology we aim to provide opportunities for students to engage more effectively in their learning and to prepare them for the future.

The students have achieved considerable success in 2009. Quality outcomes in academic, cultural and sporting activities are clearly evident.

I would like to take this opportunity to thank all members of our school community for their support during 2009.

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

Margaret Polack

P&C message
The Parents and Citizens’ Association is built on the good will of parents and community members who give up their time and use their skills to add value to the school and students. Their
contributions in areas such as running the canteen, managing the uniform shop, assisting teachers in classroom activities and at sporting events, is to be commended. These things could not happen without your help – thank you.

The P&C worked toward providing additional financial support to the school in the key learning areas of maths and literacy. With the continued support from parents through their generosity during our fund raising events, together we have raised over $7500. $2200 has been spent on maths products. This has allowed the students to learn and understand such things as volume, percentage, area and division. $1500 has been spent on new books and we also purchased a new camera and video camera for the students to use. The P&C also purchased a $2500 shade house which will be used to encourage student’s interest in Science.

Providing access to the students on up to date material, learning aids and current technology has been a focus for this year. This has had a positive impact on the children's results and we are very proud that we have been able to offer this support.

Very special thanks goes to the Principal, Mrs Polack and the teaching staff, for their roles in ensuring our school provides a safe environment where our children can learn and develop skills needed for everyday life. The teaching staff continues to display a strong desire to support, guide and develop the students in learning activities. They encourage the children to display kindness to one another, be honest and put effort into all they do. This dedication shown to all of the students is highly regarded and we thank you.

Thank you also to the office staff for your efforts this year, working hard behind the scenes needs to be recognised – thank you.

A huge thanks to parents and particularly those parents who have volunteered their time, your dedication in providing the children access to the canteen, the uniform shop and being part of the student’s education is greatly appreciated. Your contributions add to the success of our school.

To the members of the P&C, your efforts in every way are to be commended. The part you play in the P&C is very much appreciated. Your dedication shown toward all students remains your number one priority and for this, I congratulate each of you.

Being involved in the P&C adds tremendous value to school, the student’s education and is the most rewarding role you can play in your child’s education. I would like to invite new (and existing) parents to become involved in the P&C in 2010.

This will ensure our children continue to be provided with the tools that are needed to further develop their learning.

Loretta Redman

Student representative’s message

We feel honoured and privileged to have been school captains for Clarence Town Public School for 2009.

Throughout the year, the leaders represented the school on many occasions. We attended the Young Leaders Conference in Sydney, the ANZAC Day Dawn Service in Clarence Town as well as Education Week functions.

Each week the school leaders were responsible for leading the weekly school assemblies. We enjoyed this role and during the year we became more confident.

The Year 6 students raised money throughout the year from activities like discos and out of uniform days. From the funds raised we purchased five hand held digital cameras and recordable microphones for the students to use.

Being school captain comes with great responsibility and we are pleased to have had this experience.

At the induction assembly

Maddison Brown and Jarrod Patfield
School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Student enrolment profile

In 2009, we started the year with 177 students, made up of 93 boys and 84 girls. This is a similar enrolment pattern to previous years and enrolments remained stable throughout the year.

![Enrolments chart]

Student attendance profile

Whilst our attendance rate continues to be higher than the overall rate for the Region and the State the attendance of students in Year 2 and Year 4 was lower than that for other grades.

![Student attendance rates chart]

Management of non-attendance

We continue to work closely with the Home School Liaison Officer for our district in monitoring the attendance of all students. In 2009 meetings were held with parents of students whose attendance was causing concern.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES1C</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S1D</td>
<td>1</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>S1D</td>
<td>K</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>S1E</td>
<td>1</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>S1E</td>
<td>2</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>S2E</td>
<td>2</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>S2E</td>
<td>3</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>S2E</td>
<td>4</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>S2L</td>
<td>3</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>S2L</td>
<td>4</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>S3K</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>S3K</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>S3L</td>
<td>5</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>S3L</td>
<td>6</td>
<td>11</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

This year the majority of classes were established according to curriculum stages. Each year the academic and social needs of the students are considered when organising classes.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

2009 saw the retirement of Mr Greg Danvers. Mr Danvers taught at our school for 25 years and made a significant contribution to Performing Arts during that time. In 2010 he will replace Ms Kelson and Mr Lannigan who are both taking leave for one day per week.

Miss Ashleigh Blayden was appointed as our teacher librarian at the beginning of 2009. 

Mrs Michelle Crowfoot accepted a district advisory position as part of the Best Start program for the 2010 school year.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Relief from Face to Face</td>
<td>0.294</td>
</tr>
<tr>
<td>Teacher Part Time</td>
<td>0.3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>9.594</td>
</tr>
</tbody>
</table>
We had 7 classroom teachers in 2009 which was the same as the previous year. One staff member is of Aboriginal descent.

The teaching staff is supported by a School Administrative Manager, two part time School Administrative Officers, six part time School Learning Support Officers and a part time General Assistant.

The School Counsellor who is at Clarence Town one day per week provides valuable support to staff and students.

This year the Support Teacher Learning Assistance worked with students in Stages 1, 2 and 3.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Financial summary
Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>143 899.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>110 136.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>107 609.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>48 695.35</td>
</tr>
<tr>
<td>Interest</td>
<td>5 327.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11 849.35</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>427 518.54</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12 441.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>15 527.40</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20 421.94</td>
</tr>
<tr>
<td>Library</td>
<td>4 145.93</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 482.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>134 778.56</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>25 448.32</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>27 414.57</td>
</tr>
<tr>
<td>Utilities</td>
<td>26 308.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5 776.62</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>12 453.85</td>
</tr>
<tr>
<td>Capital programs</td>
<td>17 243.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>304 442.03</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>123 076.51</strong></td>
</tr>
</tbody>
</table>

This above summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Capital expenditure in 2009 included the purchase of a new photocopier for the Administrative Office and a new ride-on mower.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
At Clarence Town Public School it is recognised that creative and performing arts and sport are important for supporting the social and emotional development of a child. Appropriately devised programs, can be used to develop self esteem, health and facilitate academic growth at the same time.

We therefore actively support the provision of opportunities in these areas.

Achievements
This section provides an overview of the learning opportunities Clarence Town Public School provides.

Arts
Performing and creative arts continue to be a significant component in the educational experiences offered at our school. Highlights of the 2009 program included:

- 16 students participating in the dance section and 10 students in the choir section of Starstruck;
- the participation of all students in an end of year concert;
- individual classes performing at local community events and at weekly school assemblies;
- students in Stage 2 and Stage 3 having the opportunity to participate in Digimax. In this program the students made a movie using figures and objects they created using modelling clay; and
- students having the opportunity to attend visiting shows including 'Tiddalick the Frog', 'Bubble and Squirt' and a workshop conducted by an illustrator.

Sport
As part of the PD/H/PE curriculum students at Clarence Town Public School have been involved in a range of sporting competitions and coaching activities.

The annual swimming, athletics and cross country carnivals were well contested and we were able to send competitive teams to the respective Zone PSSA carnivals.
Our PSSA knockout teams in rugby league, netball, softball and touch played with improved skill and determination; notably in netball and softball. Students also represented the school in horse riding as well as regional trials in netball, cross country, soccer and tennis.

Twenty four students from Year 2 to Year 6 attended the Special Swimming Scheme offered to non swimmers. Seven students who were unable to swim 20 metres at the commencement of the program reached this goal. Early Stage 1 and Stage 1 students also participated in water safety and swimming lessons as part of our school wide focus on water safety.

Students from Stages 2 and 3 attended our annual Surf Fun program at Nobby’s Beach.

During the course of the year we have delivered CPR courses for school staff, OOSH supervisors and District Support teachers.

The school achieved a gold award in the Premiers Sporting Challenge this year and has obtained $2200 in funding for the purchase of sports equipment to compliment the resources obtained last year. The sporting resources purchased from previous funding, have provided a wider range of equipment for students to utilise and enjoy in PE and sports lessons.

Each year students participate in the Singleton Horse Sports Day. In 2009, four students represented the school; one student was Reserve Champion for her age group.

### Local and National Competitions

- This year 120 students completed the Premiers Reading Challenge compared to 17 students in 2008. A Reading Challenge Launch was held at the start of the program.

- Senior students participated in the Newcastle Herald school newspaper competition and in the Newcastle Permanent Mathematics Competition.

- Stage 2 and Stage 3 students competed in the Premiers Spelling Bee.

- A number of students in Years 3-6 entered the university of NSW Australian competitions in English, Mathematics, Computer, Spelling, Writing and Science competitions.

- All Stage 3 students participated in the Public Speaking and Debating.

- Stage 2 students participated in the Newcastle Herald “Earthquake” news item competition. One student received recognition for her work.

- Interested students participated in the Premiers Debating Challenge and in the local Rotary Debating Competition.

### Camps and Excursions

- As part of their unit on transport Early Stage 1 and Stage 1 visited the local airport and enjoyed a ferry ride to Newcastle. A model boat builder, Barry Latham displayed his boats at the school.
- Stage 3 participated in a three day excursion to Canberra and the Snowy Mountains area.
- Stage 2 students visited the local rainforest area and Chichester Dam.

**Academic**

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

In the overall literacy results the percentage of students in the top two bands doubled when compared to 2008.

The results in each of the areas of literacy are detailed below.

In reading there was a 28% increase in the percentage of students in the top two bands and a 70% decrease in the percentage of students in the lower two bands.

In spelling, 37% of students were in the top two bands. Students had greatest difficulty in identifying errors in texts.

In grammar and punctuation there was a 75% decrease in the percentage of students in the lowest band when compared to 2008.

From the analysis of the literacy results, students continue to have greatest difficulty with spelling and grammar and punctuation.

Refer target 1 2010

**Numeracy – NAPLAN Year 3**

In overall numeracy, 47% of students scored in the top two bands, this is compared to 23% in 2008. Students performed better in the Number, Patterns and Algebra section than in the Data, Measurement, Space and Geometry section.

Refer target 2 2010
Literacy – NAPLAN Year 5

In overall literacy, the percentage of students in the top three bands was the same as 2008.

The results in each of the areas of literacy are detailed below.

In reading, there was 30% increase in the percentage of students in the top two bands. Students had greatest difficulty in identifying the main idea in a persuasive text.

In spelling, the majority of students were in Bands 4, 5 and 6. Students had greatest difficulty in identifying errors in texts.

In grammar and punctuation all students were able to identify the correct use of a pronoun. Students had greatest difficulty identifying correct use of speech marks.

In writing a narrative the majority of student were able to use simple verbs, adjectives, adverbs or nouns but were unable to use correct punctuation.

From the analysis of these results student continue to have greatest difficulty with spelling, grammar and punctuation.

Numeracy – NAPLAN Year 5

In overall numeracy there was a 30% decrease in the percentage of students in the lower two bands. 76% of students were able to solve a division problem involving remainder compared to 53% of the state. Knowledge of multiplication and place value was the most challenging section for the students.

Progress in literacy

In overall literacy and in reading and writing the average growth for students at our school has been higher than the state for the past two years.
Progress in numeracy

In 2009, 73% of our students achieved the expected growth between Year 3 and Year 5 compared to 50% in 2008.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The school has 5 students from Aboriginal and Torres Strait Islander background. An individual education plan has been developed for these students and their progress is regularly monitored. The majority of these students are at stage level.

In 2009, all staff participated in training and development activities related to Aboriginal Culture and the new Aboriginal Education and Training Policy and the Associated Aboriginal Education and Training Strategy 2009-2010.

All teachers include Aboriginal perspectives in their teaching programs, thus promoting respect and understanding of Aboriginal cultures.

Multicultural education

Aspects of multiculturalism are integrated across all Key Learning Areas.

This year, as part of the Human Society and Its Environment lessons a Stage 2 class held an Asian cooking day.

Representatives from the school attended Harmony Day Celebrations where they participated in a range of activities.

Respect and responsibility

Respect and responsibility for self and others underpins the welfare priorities at Clarence Town Public School.

Respect is one of our behaviour expectations being introduced as part of PBL. This will include specific lessons being developed to encourage students to show respect for self, others and the environment.

The Peer Support program provides Year 6 students with the opportunity to take on the responsibility of leading a group of younger students.

Refer target 3 2010
Programs for students with additional educational needs

In 2009, learning support team meetings were held for all funding supported students and other students identified as having significant learning needs.

Individual learning programs were implemented for these students. This involved advice and assistance from a wide range of support agencies.

Progress on 2009 targets

Target 1
To increase by 10% the number of Year 3 and Year 5 students in the top three bands in the NAPLAN tests in all areas of literacy. Also school based assessments to show 70% of students improving six months or more in their spelling age.

For Year 3 our achievements include:
- the percentage of students in the top two bands increasing by 30% or more in all areas of literacy; and
- The percentage of students in the top three bands increasing by 25% or more except in the area of spelling which was the same as 2008.

For Year 5 our achievements include:
- the percentage of students in the top three band being similar to 2008 except in spelling, grammar and punctuation which showed a decrease from 2008; and
- the percentage of students in the top three bands for overall literacy was similar to 2008.

The grammar scope and sequence is not yet complete.

School based assessments are held twice a year. Adjustments were made to the assessment and reporting policy during the year; therefore reporting of exact gains is not possible this year.

Target 2
To increase by 10% the number of Year 3 and Year 5 students in the top three bands in the NAPLAN tests in numeracy.

Information from school based diagnostic assessments was used for class programming.

Staff training was conducted in the use of Mathletics and all students had access to the program.

For Year 3 our achievements include:
- a 50% increase in the percentage of students in the top 3 bands in overall numeracy; and
- a 45% decrease in the percentage of students in the bottom three bands.

For Year 5 our achievements include:
- a 40% decrease in the percentage of students in Bands 3 and 4, the lower bands;
- a 20% increase in the percentage of students in Bands 5 and 6;
- a 4% increase in the percentage of students in the top band; and
- in Number, Patterns and Algebra there was a 50% increase in the percentage of students in the top two bands but in Measurement, Data, Space and Geometry there was a 50% decrease in the percentage of students in the top two bands.

Target 3
A decrease in the number of students being recorded on the computer program ‘Record of Individual School Contact’ (RISC) for inappropriate behaviour in both classroom and playground settings.

In 2009, more regular monitoring of RISC entries occurred and the data was analysed on a monthly basis.

Our achievements include:
- changes being made to the playground and classroom referral sheets to better track student behaviour; and
- the implementation of procedures to inform parents of inappropriate student behaviour resulting in a slight decrease in the number of entries on RISC.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of teaching and the teaching of spelling.

Educational and management practice

In 2009, an evaluation of teaching as a dimension of educational management practice was chosen.

Background

Staff, students and parents were surveyed about “Teaching” using the SchoolMap Best Practice Statements. The results were compiled and analysed to assist in guiding our teaching practices and reflecting upon the learning outcomes of all students.
All staff and students in Years 3, 4, 5 and 6 completed the survey. 36% of families completed the survey.

Findings and conclusions
- All groups believe that what students are asked to learn is important and that teachers provide class activities that are appropriate to meet the student’s needs and abilities.
- Classroom management strategies used by teachers are seen by the school community as effective and contributing to student learning.
- Parents and students would like teachers to explain to students, more often, what they are learning and why.
- Parents and students would like to know more about assessment strategies and how student learning is tracked.
- The majority of teachers indicated that they do not believe that the parent and students understand the assessment strategies used at the school.
- Staff use assessment to evaluate, develop and refine teaching programs.

Future directions
The survey showed that the school needs to explain to parents the assessment policy and the tools used to assess the students.
At the beginning of new units of work teachers need to inform students about the content of the unit, why it is being studied and, what the expected student learning will be. Assessment strategies also needs to be explained to students.

Curriculum
Spelling

Background
This year a number of staff development activities focussed on the teaching of spelling. Program sheets to assist teachers in programming for spelling were also developed.
Parents, staff and students participated in a survey related to the teaching of spelling.

Findings and conclusions
All students and the parents who responded to the survey agree that spelling is an important subject.
The majority of parents would like more information on the teaching of spelling and on their child’s progress in spelling.
The majority of teachers include spelling activities as part of their weekly homework.

Future directions
The survey showed that the school needs to consider having more parent information sessions on the assessment and teaching of spelling.
The scope and sequence developed this year will be fully implemented in 2010.
Further staff training and development in the systematic and explicit teaching of spelling will be conducted in 2010.

Parent, student, and teacher satisfaction
In 2009, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
- A small percentage of parents would like more information to enable them to assist their child.
- Students commented that they would like more activities and games in the playground. They also indicated they would like more excursions.

Professional learning
All professional learning was in line with our school targets and the Teacher Professional Learning (TPL) guidelines.
All staff, were involved in Staff Development Days for professional learning in the following areas: teaching of spelling, CPR, mathematics, welfare and PBL.

School development 2009 – 2011
The school plan for 2009 – 2010 was developed following the analysis of data in 2008. It addresses priorities identified by parents and staff as necessary to enhance the educational opportunities for students.

Targets for 2010

Target 1
Decrease by 10% the percentage of Year 3 and Year 5 students in the lower two bands in spelling, grammar and punctuation.
Strategies to achieve this target include:
- professional development for all staff in using school and external test results to assist in planning;
- full implementation of the scope and sequence for grammar and punctuation; and
• parent workshops to increase their understanding of the teaching of spelling.

Our success will be measured by:

• grammar and punctuation scope and sequence being completed and evident in all class programs;

• a decrease in the percentage of students in the lower two bands in the NAPLAN assessments; and

• school based assessments showing 70% of students improving by six months or more in their spelling age.

Target 2

In Measurement, Data, Space and Geometry; increase the percentage of students in the proficient bands for Year 5 to state level and decrease the percentage of students in lower two bands in Year 3.

Strategies to achieve this target include:

• professional learning related to the systematic and explicit teaching of Measurement, Data, Space and Geometry within the quality teaching framework;

• sourcing new resources to support hands on learning; and

• providing opportunities for parents to gain a better understanding of the teaching of these areas.

Our success will be measured by:

• improved results in assessment data in the specific areas;

• NAPLAN results in Years 3 and 5; and

• adequate resources being readily available to all classrooms.

Target 3

Decrease the number of inappropriate interactions between students in the classrooms and the playground.

Strategies to achieve this target include:

• regular meetings of the PBL team to plan and review implementation of behaviour expectations;

• implementing specific lessons to explicitly teach the three behaviour expectations; Respect, Safety and Learning;

• recording of positive and negative interactions on RISC and informing parents when this occurs;

• sharing Record of Individual School Contact (RISC) data with whole staff; and

• further development of the Learning Support Team structures within the school including the development and the review of individual learning plans for students where necessary.

Our success will be measured by:

• RISC data indicating more positive than negative interactions;

• improved results from the PBL survey conducted each term;

• implementation of the individual learning plans; and

• all students know and understanding the behaviour expectations.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Margaret Polack, Principal
Glenda Kelson, Assistant Principal
Loretta Redman, P&C President
Tanya Gough, P&C representative
Melissa Morris, P&C representative
Barbara Anne Payne, P&C representative
Samantha Thurlow, P&C representative
Sharon Winchester, P&C representative

School contact information
Clarence Town Public School
82 Queen Street, Clarence Town
Ph: 49964156
Fax: 49964392
Email: clarenceto-p.school@det.nsw.edu.au
Web: www.clarencetown.ps.education.nsw.gov.au
School Code: 1564

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: