Our school at a glance

Students
Clarence Town Public School provides quality education to students from the town and the many small rural farms nearby and has strong links with the community surroundings.

The school has an expected enrolment of 180 pupils for 2009 in seven classes K-6. This pattern of enrolment has been consistent over the past few years. Currently the school has 183 students, an increase of 10 since the end of 2007.

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

Significant programs and initiatives
In 2008, as part of the Investing In Our Schools Program, additional shade structures were installed. Money received from this initiative was also used to upgrade the computer room, construct a covered sandpit area and purchase non-fiction books for guided reading lessons.

Student achievement in 2008

Literacy – NAPLAN Year 3
In overall literacy, the percentage of students in the top three bands increased by 10% whilst there was a 28% decrease in the number of students in the bottom two bands.

Numeracy – NAPLAN Year 3
91% 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 the highest growth from Year 3 to Year 5 in reading.
Average growth for the State was 85.6 points whilst average growth for Clarence Town was 150 points.

Numeracy – NAPLAN Year 5
In Year 5 numeracy, the overall results were 7.2 points behind the regional average compared to 40.8 points in 2007.

Messages

Principal's message
Clarence Town Public School has a long and proud history and continues to develop and grow to meet the changing needs of the students. This year saw the establishment of a covered outdoor learning area which complements the excellent facilities offered at the school.

The focus of the school is on literacy and numeracy and on ensuring that all students are encouraged and supported to achieve to their full potential. Educational, cultural, sporting and student welfare programs were provided for students by dedicated and professional staff.

The students are to be commended for their achievements at all levels in academic, sporting and cultural activities.

Each year we reflect on our achievements and evaluate programs offered at the school. This is to ensure that we are meeting the needs of all stakeholders and continually improving whole school practices. This year, as part of our self-evaluation process parents, staff and students were given the opportunity to complete a survey in Term 4.

I would like to take this opportunity to thank all members of our school community for their interest and support during 2008. I look forward to your continued participation and involvement in 2009 and welcome any feedback about our Annual School Report.

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 community members who participate in our P&C Association give so much to shape the opportunities at our school. Their efforts demonstrate great care for our students and a passion for providing the best education possible through the purchasing of additional resources for students to use.

Parents make an enormous contribution to our school in many ways by: assisting teachers in classrooms; raising funds for additional resources; helping out in the canteen; managing our uniform shop; and assisting at sporting events.

Getting involved in the P&C is one of the most satisfying and useful forms of volunteering. It allows the school community an input into setting priorities for the school plan. It is also a wonderful...
opportunity not only to make friends but also to make a difference.

Special thanks to our teachers for their commitment to the school and for making our students your priority.

Whether you volunteer time, support sporting events or purchase raffle tickets, I can assure you that every little bit helps in improving the educational opportunities for our students. Thank you for your support over the years.

This year the P&C raised over $10,000, of which over $8,000 was used to purchase resources for the students. These included maths resources, calculators, home readers, DVD players, books and magazines for classroom use and a variety of literacy activities for use in the K-2 classrooms.

Samantha Thurlow

Student representative’s message

It was both an honour and a privilege to become captain of Clarence Town Public School. I am pleased to have had such a great experience.

Throughout the year, we were able to represent our school by going to many events. These included the Young Leaders Conference in Sydney, ANZAC Day Dawn Service in Clarence Town, ANZAC Day Service in Newcastle and the opening of Education Week at Christ Church Cathedral in Newcastle.

We also accepted a number of gifts for the school, including a book from State Parliament and one from Surf Life Saving Australia.

The Year 6 students raised money throughout the year from activities like a talent quest, a lolly guessing competition, small stalls and a school disco. From the funds raised we were able to purchase two table tennis tables for the school.

Kyah Skavinski
School Captain

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.

Students attending Clarence Town Public School bring a wide range of interests, skills and abilities to the school, which go towards shaping our school culture.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>98</td>
<td>85</td>
</tr>
<tr>
<td>2005</td>
<td>92</td>
<td>84</td>
</tr>
<tr>
<td>2006</td>
<td>85</td>
<td>78</td>
</tr>
<tr>
<td>2007</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>2008</td>
<td>94</td>
<td>85</td>
</tr>
</tbody>
</table>

Throughout 2008 there was a steady increase in enrolments due to families relocating to the area. At the end of the year we had 184 students enrolled at the school. A small percentage of students come from a Non-English Speaking background. Of our total school population approximately 4% is of Aboriginal descent.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the Young Leaders Conference in Sydney
Student attendance continues to improve. This year our attendance rate was higher than that of the region and the state.

We continue to work with the district home school liaison officer in monitoring the attendance of all students.

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.

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

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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>19</td>
<td>19</td>
</tr>
<tr>
<td>S1D</td>
<td>1</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>S1D</td>
<td>K</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>S1E</td>
<td>1</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>S1E</td>
<td>2</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>S2E</td>
<td>2</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>S2E</td>
<td>3</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>S2L</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>S3K</td>
<td>6</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>S3K</td>
<td>5</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>S3L</td>
<td>5</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>S3L</td>
<td>6</td>
<td>13</td>
<td>26</td>
</tr>
</tbody>
</table>

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

The majority of the experienced staff has taught at the school for ten years or more but during the past three years there have been a number of changes in the leadership team with the two Assistant Principals and the Principal being at the school for less than three years.

Staff establishment
We had 7 classroom teachers in 2008 which was the same as the previous year. The school has a very experienced staff with over 80% having more than 10 years teaching experience.

The teaching staff are 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 Public School one day per week, provides valuable support to students and staff.

The Teacher Librarian, who is here two days per week, works with all students from Kindergarten to Year 6. This year, the Support Teacher Learning Assistance, who is here two days per week, has supported students in Stage 2 and Stage 3 with numeracy and literacy programs.

<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>Counselor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>9.594</td>
</tr>
</tbody>
</table>

Staff retention
From 2007 to 2008 the majority of permanent staff members remained at the school. One Assistant Principal received a promotion to Principal at another school.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department of Education and Training, was 94.5%. This is slightly down on previous years and is due mainly to a higher rate of sickness in the winter months.

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
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
A full copy of the school's 2008 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.

**Date of financial summary:** 30/11/2008

**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>159,341.94</td>
</tr>
<tr>
<td>Global funds</td>
<td>99,294.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>109,201.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>49,007.55</td>
</tr>
<tr>
<td>Interest</td>
<td>11,462.41</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,540.10</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>434,847.21</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>17,407.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>21,527.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16,743.31</td>
</tr>
<tr>
<td>Library</td>
<td>6,913.55</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,703.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>138,761.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>24,406.83</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>24,993.48</td>
</tr>
<tr>
<td>Utilities</td>
<td>24,720.77</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7,148.29</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,621.01</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>290,947.45</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** 143,899.76

Tied funds are monies for specific purposes. These include computer education, teacher professional learning, Investing in Our Schools grant and various student support programs.

The school still has $43,367.26 as part of the Investing in Our Schools grant. These funds will be used for the completion of the sandpit and covered outdoor area.

### School performance 2008

This section provides an overview of the learning opportunities Clarence Town Public School provides and student achievement in a range of areas.

#### Achievements

#### Arts

Experiences in the arts formed an important part of the educational programs at Clarence Town Public School. Classroom programs combined with extra curricular opportunities offered a variety of experiences in 2008. These experiences included:

- 16 students participated in the dance section and 16 students in the choir section of Starstruck. The school has participated in his production since it started in 1982;
- students were given the opportunity to participate in a talent quest in Term 4. This was organised by Stage 3 students;
- all students were involved in an end of year concert. This gave the students the opportunity to display their various talents in singing, dancing and drama;
- the school choir performed in the school and the local community;
- the students enjoyed the presentation given by a visiting illustrator; and
- students from K-4 were given the opportunity to see the production of Possum Magic at the Civic Theatre.

### Sport

Sport at Clarence Town Public School encompasses a wide variety of codes and skills development lessons.

We compete in the Primary School Sporting Association competitions in soccer, softball and netball.

The range of sports enjoyed by the students this year included both team sports and individual pursuits such as swimming, athletics and cross country. Our cross country runners performed very well with one student reaching the Regional Carnival.

Other activities provided to the students included coaching clinics from the National Rugby League (Joey League) and Girls League Tag Gala Day. Surf Life Saving Australia also presented the Bush to Beach Program to the students. This complimented our annual Surf Fun Day surf awareness program.

This year the whole school participated in the Premiers Sporting Challenge which provided a valuable insight into the activity levels of all students in the school. The school received a silver award for participating in the program and...
based on our results we received a grant of $1500.00 towards sporting equipment.

Local, State and National Competitions
- A number of students in Years 3-6 entered the University of NSW Australian competitions in English, Mathematics, Computer, Spelling, Writing and Science competitions.
- Students in Stages 2 and 3 participated in the NSW Premiers Spelling Bee. Two Stage 3 students represented the school at the district competition.
- This year 17 students successfully completed the Premiers Reading Challenge compared to three students last year.
- This year an enthusiastic group of students participated in the Newcastle Herald school newspaper competition.

Public Speaking and Debating
- All students in Kindergarten to Year 4 participated in classroom public speaking competitions. Students in Years 5 and 6 participated in a public speaking competition held in Term 3 at the weekly school assemblies.
- Two students represented the school at the District Public Speaking competition.
- Interested students from Stage 3 participated in a debating workshop and later competed in the Premiers Debating and Rotary Debating.

Camps and Excursions
- Stage 3 attended a three day camp to Sydney. They visited the Museum, the Aquarium, State Parliament, Hyde Park Barracks and a number of other local attractions.
- Early Stage 1 and Stage 1 students visited the Wetlands and Buttai Barn to complement their studies in Science and Human Society and Its Environment.

Academic
In the National Assessment Program (NAPLAN), 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)

In 2008, 22 Year 3 students and 22 Year 5 students participated in the NAPLAN test in numeracy and literacy which included reading, writing, spelling and grammar and punctuation. All students in both years completed the assessments.

Literacy – NAPLAN Year 3
In the overall literacy results there were 10% more students in the top three bands when compared to 2007.

The results in each of the areas of literacy are detailed below. There are no comparisons for spelling, grammar or punctuation as this was the first year they were assessed as individual sections.

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

Refer to Target 1 2009

- In spelling, 64% of students were in the top three bands. Students had greatest difficulty in identifying spelling errors in written text.
- Students continue to have difficulty with text structure and in writing for an audience.
• In reading, there was an increase in the percentage of students in the top two bands.

Numeracy – NAPLAN Year 3

• Students had greatest difficulty in matching digital time with analogue time and in continuing a number pattern.

• The majority of students correctly answered questions relating to shapes and angles.

Literacy – NAPLAN Year 5

The overall literacy results showed an increase in the percentage of students in the top three bands when compared to 2007.

The trend data for all areas of literacy and for overall literacy for Year 5 students showed that overall the school results are improving and are closer to the state and region scores.

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

• In spelling, 54% of students were in the top three bands with less than 5% of students in the lowest band.

• In reading, there were fewer students in the bottom two bands compared to previous years.

• Students had greatest difficulty with correctly spelling words with an uncommon spelling pattern and identifying misspelt words in written text. All students were able to correctly spell a two syllable word with the suffix ‘ing’.

In writing, students had difficulty in structuring their writing in paragraphs and in correctly structuring simple and complex sentences.

Numeracy – NAPLAN Year 5

The trend data for numeracy for Year 5 students shows that the school results are improving and are closer to the state and region scores.

• Students competently answered questions relating to lines of symmetry, calculating length and matching analogue to digital time.

• Fractions and decimals was the area where students had greatest difficulty.
Progress in literacy

In overall literacy, 85% of students achieved at or above the expected growth between Year 3 and Year 5.

In reading, 80% of students achieved at or above the expected growth between Year 3 and Year 5.

This growth in reading is shown on the graph below in comparison to our local school group and the state.

![Average progress in reading between Year 3 and Year 5](graph1.png)

Progress in writing

This growth in writing is shown on the graph below in comparison to our local school group and the state.

![Average progress in writing between Year 3 and Year 5](graph2.png)

Progress in numeracy

In numeracy, 50% of our students achieved the expected growth between Year 3 and Year 5.

Refer Target 2 2009

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar, 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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>77</td>
</tr>
<tr>
<td>Writing</td>
<td>82</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>68</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

This year the percentage of students achieving at or above the minimum standard increased by eight percentage points in writing and two percentage points in numeracy. Spelling and grammar and punctuation were not measured in 2007.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>82</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

This year the percentage of students achieving at or above the minimum standard increased by nineteen points in reading and one point in numeracy. Spelling and grammar and punctuation were not measured in 2007.
Significant programs and initiatives

Aboriginal education
The school has 8 students from Aboriginal or Torres Strait Islander background.

During 2008 personalised learning plans were developed for all Aboriginal students. To be fully implemented there will be ongoing consultation between teachers, parents and students in 2009.

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

Multicultural education
Aspects of multiculturalism are taught in an integrated approach across all Key Learning Areas.

This year, as part of our school’s Human Society and Its Environment scope and sequence chart, Stage 3 students completed an in depth study of an Asian culture.

Two school leaders attended Harmony Day where they participated in a range of activities celebrating cultural diversity.

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

To complement the ‘You Can Do It’ Program the school conducts a Peer Support program. This program provides Year 6 students with the opportunity to take on the responsibility of leading a group of younger students. Group leaders participate in two day training and then plan and conduct weekly lessons under the guidance of staff members.

Early Stage 1 students participated in the A Partnership Encouraging effective Learning (APEEL) program which supports the development of Respect and Responsibility.

Other programs
Information and Communication Technology.
In 2008 all classes participated in computer lessons as part of our Release from Face to Face Program.

Additional computers were installed in the computer room and in classrooms during the year. All computers are now linked to the internet following the upgrade to our network.

Programs for students with additional educational needs
- In 2008, learning support team meetings were held for all funding supported students and a number of other students who have been identified as having significant learning needs.
- A focus this year was the planning of individual programs to meet students’ individual needs.
- Tracking of student progress as they move through the school as well as providing a smooth transition to the next class are important aspects in this area.

Progress on 2008 targets

Target 1
To increase by 10% the number of Year 3 students in Bands 3 and 4 and the number of Year 5 students in Bands 4 and 5 in literacy.

The number of bands in the National Assessment Program compared to the Basic Skills Tests (BST) increased from five to six for Year 3 students and in Year 5 the bands were from Band 3 to Band 8 compared to Bands 1 to 6 in the BST.

Our achievements include:
- in overall literacy for Year 3 students, there was a 10% increase in the percentage of students achieving in the top three bands;
- in Year 5 the percentage of students in the lower two bands decreased by 20% when compared to 2007;
- the development of a school English policy along with scope and sequence checklists for spelling and phonological knowledge being developed; and
- the whole school assessment policy created trialled and the progress of all students being regularly monitored.

Target 2
To increase the percentage of students in Year 3 and Year 5 in the top two bands in the external testing program in mathematics.

Our achievements include:
- the percentage of students in the top two bands in Year 3 being the same in 2008 as for 2007;
- the development of the school mathematics policy being developed and ready for full implementation in all classroom in 2009;
• programming proformas being finalised for all stages in all areas of the curriculum;
• all students being assessed according to curriculum outcomes and their progress being regularly monitored; and
• the purchase of additional resources using P&C funds and school funds donated by the local IGA.

Target 3
To increase student use of information technology in learning.

Our achievements include:
• all classes participating in weekly computer lessons in 2008. Students used a variety of programs including a typing tutor program;
• staff training and development activities to increase their knowledge of programs available to support all Key Learning Areas; and
• technology being used to monitor student progress in literacy and numeracy.

Target 4
To increase the number of students demonstrating the school’s values of respect and responsibility.

Our achievements include:
• the computer program “Record of Individual Student Contact” (RISC) being used to monitor incidents of inappropriate behaviour;
• the implementation of Peer Support and You Can Do It programs; and
• a successful application to be part of the Positive Behaviours for Learning Initiative being introduced by the Department of Education and Training in 2009.

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 2008 our school carried out evaluations of School Culture and the teaching of writing.

Educational and management practice
In 2008, an evaluation of school culture as a dimension of educational management practice was chosen.

Background
School culture provides one of the key cornerstones that underpin the success of a school’s plan and its preparedness to change to address emerging needs of students, teachers and parents.

All staff, parents and students in Years 3-6 were given the opportunity to complete the SchoolMap survey on Culture. SchoolMap is a survey instrument designed for use by schools in gathering attitudinal data from the school community.

Findings and conclusions
• The majority of staff, students and parents who returned the survey agreed that the school encourages everyone to learn and do their best.
• Of the 80% of parents who indicated that parents usually support the school only 30% felt that this support was ‘almost always’. Significantly 10% of students rarely support what is happening at the school.
• Staff, students and parents agree that students are the schools main concern. However, 20% of parents believe that the school could do more to cater for the individual learning needs of all students.
• 90% of parents believe that the school almost always or usually praises and rewards individuals who are successful.

Future directions
The survey showed that the school needs to keep working on communication with parents in order to gain greater support. This includes explicit information on school programs and the teaching of Key Learning Areas.

The school needs to further develop the existing learning support team structure to include the writing of specific individual educational programs for students.

Curriculum
Writing

Background
In 2008, training and development was provided for teachers in programming to address the specific needs of students in writing. This continued throughout the year. An evaluation was conducted and future targets have been identified.

Findings and conclusions
• 70% of parents believe that writing is an important subject for their child. The majority of parents feel confident to assist their child with writing at home. 36% of students indicated that they don’t like writing at home.
• 60% of parents do not understand how writing is taught at school and a similar percentage feel that the information they receive about their child’s progress in writing is not adequate.

• 95% of students believe their writing has improved this year. Only 70% of parents believe that their child has learnt new skills in writing this year.

• The majority of teachers agree that their teaching of writing has improved this year. They also believe that the school should have a scope and sequence for the teaching of grammar and text types.

Future directions
• The school needs to consider having more parent information sessions as parents have indicated that they would like to know more about how writing and other subjects are taught at the school.

• A scope and sequence for the teaching of grammar is seen as necessary by staff.

Parent, student, and teacher satisfaction
In 2008, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• The majority of parents who completed the survey were satisfied with what happens at school. They indicated that they feel welcome in the school but they would like to see more parental involvement.

• The majority of students indicated that they feel happy in the playground at school and they have a number of friends.

• 40% of students indicated that they have sometimes been bullied at school. They indicated that this has occurred in both the classroom and the playground. The majority of these students indicated that it helped them when they told someone.

• Some staff indicated that they would like to see a whole school consistent approach to playground supervision and behaviour management in general.

Refer Target 3 2009

Professional learning
All our professional learning was in line with our school targets and the Teacher Professional Learning (TPL) guidelines.

During 2008, all teachers have been involved in professional learning.

All staff, Kindergarten to Year 6 were involved in Staff Development Days for professional learning in the following areas: teaching writing; thinking skills; welfare; spelling; mathematics and CPR.

Staff members were involved in District and Regional Inservice in professional learning outside the school. This included courses on: healthy eating; mathematics; multimedia; leadership and assessment.

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

Targets for 2009

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.

Strategies to achieve this target include:
• professional development for staff in using assessment results to support the development of classroom learning programs;
• the development of a school based scope and sequence in grammar and punctuation;
• parent workshops to increase their understanding of the teaching of writing and spelling; and
• all staff participating in extensive analysis of NAPLAN and school data.

Our success will be measured by:
• the scope and sequence for grammar and punctuation developed and implemented in all classrooms;
• an increase in the percentage of students achieving in the top three bands in NAPLAN assessments;
• staff use of assessment results to plan for student learning; and
• feedback from parents who attend the information sessions.
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.

Strategies to achieve this target include:

- the implementation of school based diagnostic assessment for all students and using this data to inform teaching and learning programs;
- professional learning in the teaching of all areas of mathematics;
- examining current resources and sourcing new resources to support the learning of mathematics; and
- the use of technology to improve students numeracy outcomes.

Our success will be measured by:

- school based diagnostic assessment results being available for all students and clear evidence in class programs of the data being used;
- an increase in the percentage of students achieving in the top three bands in NAPLAN assessments;
- the implementation of Mathletics in all classrooms with 90\% of students using the program; and
- increase in the amount of mathematical equipment available for all students.

Target 3

A decrease in the number of students being recorded on RISC for inappropriate behaviour in both classroom and playground settings.

Strategies to achieve this target include:

- the implementation of Positive Behaviours for Learning program (PBL) following the initial survey of current practices;
- parent information sessions on PBL and the process of implementing the program;
- an increased emphasis on learning support team meetings and the development of individual educational plans for identified students; and
- review of all current student welfare policies to ensure staff, parents and students have a clear understanding of expectations.

Our success will be measured by:

- PBL surveys being conducted, analysed and used to plan for the implementation of the program;
- the amount of positive feedback from parents information sessions;
- an increased understanding of the learning support team structure by parents and staff. Individual learning plans being developed for all students reviewed as part of this process; and
- improved results in the PBL survey when compared with the beginning of the year.

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.

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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: