Clarence Town Public School
Annual School Report
Our school at a glance

Clarence Town Public School offers students a caring, nurturing learning environment. Our dedicated and experienced teachers provide a positive and enriching program, appreciating the individual needs and interests of each child. This report is about the experiences they had and the achievements they made in 2012.

Clarence Town Public School is recognized and acknowledged for:

- Students who are engaged in Learning, show Respect and are Safe in all areas of the school;
- Staff that are dedicated, professional, proactive, innovative and Life Long Learners;
- A Community that is positive, welcoming, inclusive and supportive of school programs and initiatives, and
- An Executive that are leaders, skilled, approachable and collaborative.

Students

We are all very proud of our students. We regularly receive positive feedback about their excellent behaviour and attitude. Our students pride themselves on being caring and supportive of each other. They work hard and always try to do their best.

Staff

We are very fortunate to have a very dedicated and hardworking group of teachers. Our casual teachers are highly valued and we thank them for their ongoing contribution to our school. Our staff continues to develop their teaching and learning skills, especially in the IT field where major advancements have been made in recent years.

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

Significant programs and initiatives

Clarence Town Public school implemented, consolidated and continued a number of programs in 2012 in order to provide enhanced educational opportunities for all students. These included:

- 2012 was the first year of implementation of Focus on Reading (FoR) a K-6 Literacy Program to improve the outcomes in Comprehension, Vocabulary and Reading;
- the third year of our highly successful Early Stage One initiative of Language, Literacy and Learning known as the L3 Program;
- the third year of the TEN (Targeted Early Numeracy) Program for students K-2 proved to be equally as successful as the first with enhancement in Numerical Literacy, Quality Teaching Framework and ‘hands on’ Numeracy activities;
- 2012 was the fourth year of the implementation of our Positive Behaviour for Learning (PBL), focusing on our values of Learning, Safety and Respect;
- Our Debating Team participated in the regional debating workshop and local interschool competition for the 5th year;
- Our in school Public Speaking competition celebrated its 19th year. Representatives from each Stage also participated in the Regional Public Speaking Competition;
- participating in a K-6 Peer Support Program based on the NSW Peer Support Foundation Anti Bullying Program;
Stage 3’s bi-annual Gold Day, where the bottom section of our playground turns into an 19th Century Goldfield town and student and staff dress in period costume, was a huge success;

as part of the Dungog and District Community of Schools participating in a series of transition to High School programs with our feeder High School;

continuing our successful Middle Years Literacy Project as the Dungog and District Community of Schools, in 2012 the focus broadened under the title – Robotics as a Springboard for Writing;

the third year of our highly successful transition to Kindergarten program with strong links with our local preschool;

introduction of the Active After School Community (AASC) sport program;

reinforcing our Healthy Lifestyle program through Live Life Well @ School by participating in Health and Physical Education programs and continuing our healthy canteen menu;

undertaking the Scientist and Mathematicians in Schools Program with a volunteer Mathematician from Newcastle University working with Stage 3 students;

implemented the second year of our K-6 Excursion Policy to ensure structured practical opportunities to reinforce classroom learning, and

developing sustainable environmental practices, including planting native vegetation, developing a vegetable garden, a worm farm and Landcare initiatives.

Through these programs we have made a significant difference to the academic, social and emotional growth of our students in 2012.

Student achievement in 2012

Literacy-NAPLAN Year 3

In 2012 25 students attempted the Literacy section of the NAPLAN, which included Reading, Writing, Spelling and Grammar and Punctuation. Our school’s results showed little or no difference between Reading, Spelling and Punctuation & Grammar. 100% of Year 3 students achieved at or above the minimum standard in Reading and 92.5% in Writing and Spelling as set by the Commonwealth Government. Year 3 Boys (15 students) have improved by 150 scale scores from the 2011 data in the test area of Grammar and Punctuation.

Literacy- NAPLAN Year 5

In 2012 19 students attempted the Literacy section of the NAPLAN. Our school’s results showed little or no difference between Reading and Writing, with Spelling and Grammar and Punctuation being slightly higher. 89.5% of Year 5 students achieved at or above the minimum standards in Reading and Writing as set by the Commonwealth Government. Year 5 Girls (10 students) are 6 scale scores above the state average growth in the test aspect of Spelling.

Numeracy - NAPLAN Year 3

Of the 25 students who attempted the NAPLAN in Numeracy, 15 were boys and 10 were girls. The paper consisted of Number, Patterns and Algebra, Measurement, Data and Space and Geometry. The results showed little or no difference between each of the areas tested, except for Measurement which was slightly lower than the other areas tested with 92% of Year 3 students achieving at or above the minimum standard, an increase of 15% from 2011, in Mathematics as set by the Commonwealth Government.

Numeracy - NAPLAN Year 5

The results of the 19 students who attempted the Numeracy section of the NAPLAN showed little or no difference between each of the areas tested, except in Measurement which was lower than the other areas tested. 73.7% of Year 5 students achieved at or above the minimum standards in Mathematics.
Principal’s message

It is with pride that I submit the third Annual School Report as the Principal of Clarence Town Public School. Our school continues to make commendable academic, cultural, environmental and sporting success with the valued support and assistance of parents and the wider community.

This connection with our parents and wider community has been one of the major successes of 2012. The school made a commitment after a community meeting early in 2012 to focus on developing positive role models and after school initiatives for our students to support local initiatives in the community to manage a positive youth program.

Through our Community Based Sport Program, that involved the local Tennis Club, Bowls Club and Swimming Club, we have forged links across the community and students are participating in these clubs outside school. This was consolidated and sustained through the successful submission to implement Active After School Communities (AASC) Program. In 2012 this involved the school working with local sporting clubs and utilising staff expertise to foster positive physical activity as a past time for students.

Without doubt the highlight of 2012 was our inaugural P&C Easter Fete. The hard work of the P&C and parents to implement a successful fundraising initiative was rewarded with a wonderful profit, but an even bigger outcome was the drawing together of the whole community of Clarence Town for a single goal. The networks and relationships that were forged have become a sustainable link between our school, local groups and clubs and the local community.

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.

Louise Blakemore

P & C message

Clarence Town Parent and Citizens Association had one of its most successful years in 2012. Our meetings continued each month with a steady attendance and some new faces contributing to discussions and decisions. The meetings have remained as a successful communication between the school and parents and carers.

Fundraising had a highly successful year with an Easter Fete. This was a hugely successful event where the Dunk Tank supported by local celebrities was a highlight.

We achieved our goal of raising approximately $10,000 for a Radar Road Safety initiative. This goal was achieved through the hard work and dedication of the Fete Committee and a supportive local community. A brilliant and successful day was held after months of preparation – thanks to the Fete Committee for their resilience and dedication to this project. We also held other fund raisers in the form of Christmas Raffle, Mother’s Day stall and Father’s day stall.

The school Canteen is operated three days per week by the P&C and once again it was a successful year with the students being offered a menu of healthy foods.

Monies from these fund raisers were spent on many school projects such as the Radar system mentioned above, readers for the classrooms, resources for the Library and a new Canteen Freezer.

I would like to thank all parents, volunteers, Community Groups and committees and staff for their contributions. The year has highlighted the many opportunities that parents and carers have had to participate in the school community.

Jodie Forbes-McNaught – P&C President
**Student representative’s message**

We were so excited to be elected as the 2012 Student Leaders and were proud when our names were announced at the 2011 Presentation Day Ceremony. We have been proud to represent Clarence Town Public School as Student Leaders and have taken our role seriously. We have represented and helped our school in many ways.

The opportunity to be Student Leaders has meant we were involved in assisting teachers and Ms Blakemore to make decisions about our school. This has been an enlightening experience. Some of the activities that we participated in were:

- Young Leaders Conference in Sydney
- Young Leaders IPMACT day in Newcastle
- School Assemblies, including NAIDOC, ANZAC Service and Presentation Day
- Fund Raising
- Clarence Town ANZAC and Remembrance Day Services

As School Captains we would like to thank the students and teachers of Clarence Town Public School and the parents for their help. We would also like to thank our fellow Year 6 students for helping us with fundraisers and assemblies.

Eden Ruddy & Marina Keller  
2012 School Captains  
Jake Bannister, Hannah Lynch, Daniel Simon & Katana Goossens  
2012 Student Leaders

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**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**

![Graph showing enrolments by year and gender](image)

After a significant drop at the beginning of 2010 the school enrolment has remained steady from 2010 to 2012. However, with new housing development in the area a growth spike is expected in the next 3 to 5 years.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>93.7</td>
<td>92.1</td>
<td>94.6</td>
<td>93.6</td>
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<tr>
<td>1</td>
<td>95.4</td>
<td>93.1</td>
<td>91.4</td>
<td>92.7</td>
<td></td>
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<td>2</td>
<td>91.6</td>
<td>95.8</td>
<td>93.5</td>
<td>90.8</td>
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<tr>
<td>3</td>
<td>94.6</td>
<td>92.4</td>
<td>94.0</td>
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<tr>
<td>4</td>
<td>91.2</td>
<td>93.7</td>
<td>96.0</td>
<td>94.5</td>
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<tr>
<td>5</td>
<td>94.5</td>
<td>93.0</td>
<td>92.9</td>
<td>93.0</td>
<td></td>
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<tr>
<td>6</td>
<td>93.8</td>
<td>95.5</td>
<td>93.4</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>93.6</td>
<td>93.8</td>
<td>93.7</td>
<td>93.7</td>
</tr>
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</table>

The average school attendance has remained consistent over the past 4 years.
Management of non-attendance

Teachers monitor attendance on a daily basis, this is then recorded electronically by the school’s OASIS computer roll marking program. Attendance patterns are monitored monthly throughout the year by the school executive. Non-attendance is addressed under the Department of Education and Communities (DEC) policy and procedures. If a student has an unexplained absence in excess of three days parent letters are generated to determine the cause and support the family if necessary. If continued or unexplained absence continues the school engages the DEC Home School Liaison Officer (HSLO) to follow up with the family and determine support structures.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
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<tr>
<td>Classroom Teachers</td>
<td>5</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.2</td>
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<tr>
<td>Total</td>
<td>12.2</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The staff at Clarence Town Public School is a professional and collaborative group with a mix of early career teachers and highly experienced staff.

One staff member identifies as a descendent of the Muruwari people.

Staff retention

100% of substantive staff was retained from 2011. During 2012 Assistant Principal, Mrs Kelson was on part time maternity leave two days per week and Mr Cornish continued his secondment from Grahamstown Public School to fulfill the relieving Assistant Principal role two days per week. Mr Cornish was successful in gaining a promotion to Tomaree Public School as Assistant Principal at the start of Term 3. Miss Blayden was seconded for the regional Best Start team in 2012.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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Financial summary

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

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<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>143,595.91</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
<td>140,508.19</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>463988.12</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>12,447.19</td>
</tr>
<tr>
<td>Excursions</td>
<td>18,930.99</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>139,354.99</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>43,991.99</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>21,969.85</td>
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<td>Trust accounts</td>
<td>10,069.28</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>331507.70</td>
</tr>
</tbody>
</table>

| Balance carried forward   | 132480.42  |

The balance carried forward represents an amount necessary to cover costs associated with financial commitments incurred in 2012. A significant proportion of these funds are ‘tied grants’ that can only be used for a specific purpose and funds held in trust. Funds are also set aside each year to cover the cost of replacing assets and expenditures. Canteen income is not reflected in the school accounts as it is a P&C operated canteen.
A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

The students at Clarence Town Public School have the opportunity to experience and participate in a wide variety of educational, cultural, emotional, creative and performing arts and sporting programs. The following is a summary of these:

**Achievements**

**Arts**

Participation in the Arts is a valued tradition at Clarence Town Public School. In 2012:

- Students K-6 participated in Public Speaking; where stage winners represented the school at the Zone Public Speaking Competition;
- The school’s Stage 3 Debating Team participated in the Premier’s Debating Challenge where they displayed excellent skill and were successful in winning all but two of their encounters;
- Kindergarten and Stage 3 classes performed at local community events, including The Biggest Morning Tea;
- All classes performed at weekly school assemblies throughout the year;
- Students as part of school and out of school groups performed as entertainment for the 2012 P&C Easter Fete;
- students had the opportunity to attend visiting shows and performances;
- students from K-6 had the opportunity to dress up and parade as their favourite book character for the annual Book Week celebrations. The costumes were highly imaginative with 100% of students participating, and
- all classes participating in Dance activities as an integral part of our Sport Program to promote dance and a healthy lifestyle.

**Sport**

Sport is a major focus at Clarence Town Public School and this continued in 2012 with the emphasis being on participation as well as excellence. Highlights of 2012 were:

- Our daily Physical Education and Sport Program continued to focus on skills development, fitness and healthy lifestyles. The outcomes have been evident with improved participation and fitness levels along with more positive attitudes to healthy eating;
- The school’s swimming carnival, cross country run and athletics carnival were all represented with all students being able to participate in a variety of levels;
- 15 students represented our school in the zone swimming carnival; 27 students represented our school in zone athletics with Dominic Rusak moving onto a regional level, and 23 students participated in the zone cross country;
- Students in Stages 2 and 3 participated in the Surf Fun Day at Nobby’s Beach, Newcastle, organized by the NSW Surf Life Saving Association. The students have the opportunity to try a variety of surf lifesaving skills in a safe, secure, fun and competitive environment;
• We participated in a State Schools Knockout for cricket, softball and soccer. Each team of students played well and made it through many rounds. Their sportsmanship during the games was commended by many and is something we pride ourselves on at Clarence Town Public School;

• Our Horse Sports team participated in a variety of competitions across the region and were successful in team wins at both Dungog and Maitland;

• A number of students also represented the school in Regional trials for AFL, Soccer, Netball, Cricket and Hockey. Dominic Rusak was successful in making the Zone selections for Soccer;

• Students from Stage 2 and 3 participated in the annual Knights Knockout Rugby League Competition. This opportunity gives our teams the chance to meet other students and increase their football skills as well;

• Stage 2 students participated in the annual Clarence Town Rugby League Blitz;

• Stage 3 teams entered the Maitland Aus Tag Competition;

• 40 Students from Stage 1 to Stage 3 attended the Intensive Swimming Program offered to non-swimmers. 92% of swimmers who could not swim 20 metres at the beginning of this program achieved this goal at the conclusion of the program;

• Stage 2 and 3 students also participated in a Swimming Program during Terms 1 and 4 as part of our School based Sport program;

• Tennis was part of our Community Based Sport for Stage 2 and 3 students with many going on to attend private lessons and local competitions outside of school, and

• Lawn Bowls was also an integral part of our Community Based Sport Program with many students making links with the local club.

Public Speaking & Debating

Public Speaking is a long held tradition at Clarence Town Public School and the school has conducted a Stage 3 in school competition since 1994. The students participate in a series of rounds where they present their speeches at weekly assemblies. From these finalists are determined and the winner is decided each year.

In addition to this we participated in the Regional Public Speaking Competition in 2012 for the second time. Students from each class presented speeches to their stage and a representative from each stage went to the area competition.

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 these 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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

A thorough and comprehensive analysis of this NAPLAN data and school based data is used to drive classroom programs and inform decision making to establish target areas for the following year.
Reading – NAPLAN Year 5

Punctuation & Grammar – NAPLAN Year 5

Spelling – NAPLAN Year 5

Writing – NAPLAN Year 5

Numeracy – NAPLAN Year 5
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.

### Significant programs and initiatives

#### Aboriginal education

Our school continues to promote Aboriginal Education. Traditional owners the Worimi People are acknowledged at all school events. Personalised Learning Plans (PLP) for Aboriginal students are completed with parents and caregivers in a spirit of cooperation. Aboriginal students identified a need to participate in local Aboriginal activities during the PLP process. A need to participate in activities as a recognized group of students and this was initiated in 2012 with a group of Aboriginal students attending the Boora Monte Prior author visit at Newcastle Library. NAIDOC Celebrations are an important time for recognition of Aboriginal people and learning about cultural aspects for all students K-6. Following discussion of the new Aboriginal Policy, teaching and learning plans display increasing Aboriginal awareness and content across several KLA's from K to 6. Resources to help teachers implement Aboriginal content have been identified and will be catalogued in 2013.
Multicultural education

Clarence Town Public School recognises, accepts and values the diversity of cultural, racial, religious and political origins of the students within our community and Australia.

Multicultural perspectives have been incorporated into units of work across all stages in order that students are better informed about the multicultural society in which we live, and to develop a greater awareness and understanding of our culturally diverse society.

Clarence Town Public School has two trained Anti-Racist Contact Officers (ARCO).

Positive Behaviours for Learning - PBL

Respect  Safety  Learning

Clarence Town Public School provides a Quality and Inclusive Teaching and Learning Environment where we develop independent, safe, respectful lifelong learners and leaders; who contribute positively to the wider community.

In the completion of our fourth year of PBL program we have created a sustainable student welfare process that supports all students in a positive and proactive manner. The students have clear concepts of our school values and can transfer this knowledge to their actions on a daily basis. During 2012 there was a focus on expanding these values to everyday life outside of school.

The process has created a more positive culture across our school where all stakeholders are aware of expectations and consequences. Students are rewarded through a variety of systems in the playground and classroom.

The school reward system around the Tawny Awards has been a positive and successful recognition of students who live the values of PBL every day at Clarence Town Public School.

Progress on 2012 targets

The following outcomes are identified in the 2012-2014 School Plan:

- 75% of students in Early Stage 1 and Stage 1 achieve Reading Recovery Levels Kinder – level 6, Year – level 16, Year 2 – level 26.
- Expected growth Yr 3 - Yr 5 and from Yr 5 – Yr 7 to exceed state performance of 60% for Numeracy and Writing and Reading.
- 73% (2012), 74% (2013), 75% (2014) of Year 3 students achieve Bands 4-6 in Reading, 60% (2012), 62% (2013), 64% (2014) of Year 5 students achieve Bands 6-8 in Reading and 60% (2012), 62% (2013), 64% (2014) of Year 7 students achieve Bands 7-9 in Reading.
- 68% (2012), 70% (2013), 72% (2014) of Year 3 students achieve Bands 4-6 in Writing and 44% (2012), 46% (2013), 48% (2014) of Year 5 students achieve Bands 6-8 in Writing and 44% (2012), 46% (2013), 48% (2014) of Year 7 students achieve Bands 7-9.
- 54% (2012), 55% (2013), 56% (2014) of Year 3 students achieve Bands 4-6 in Numeracy and 64% (2012), 65% (2013), 66% (2014) of Year 5 students achieve Bands 6-8 in Numeracy and 54% (2012), 55% (2013), 56% (2014) of Year 7 students achieve Bands 7-9 in Numeracy.

Target 1

Literacy - 2012 Targets to achieve this outcome included:

- Increased level of student achievement in literacy in line with or better than state average
- Use of evidenced based approaches to planning, implementing, monitoring and evaluating curriculum
- Systematic and planned approaches to meet the needs of every student
- Strengthened Quality Teaching programs and practices in all classrooms supported
by a focused Professional Learning program

Our achievements include:

- All staff trained in Phase 1 of the Focus on Reading (FoR) with teachers having a deeper knowledge and understanding of the role of comprehension demands when teaching students to read and Year 6 students showing higher order levels of comprehension with an improvement of 20% in the pre and post testing data.

- Stage 3 teachers trained in NAPLAN Marking and the development of common assessment tasks in writing to reflect NAPLAN.

- Maintaining and monitoring whole school assessment schedule to measure achievement of grade targets in reading and writing.

- Students ‘at risk’ in reading identified and these students to received intensive support from LAST, SLSO and remedial programs.

- Literacy Continuum used in K-2 Classrooms as a monitoring tool.

Target 2

Numeracy - 2012 Targets to achieve this outcome included:

- Increased level of student achievement in numeracy in line with or better than state average

- Use of evidenced based approaches to planning, implementing, monitoring and evaluating curriculum

- Systematic and planned approaches to meet the needs of every student

- Strengthened quality teaching programs and practices in all classrooms supported by a focussed Professional Learning program

Our achievements include:

- Staff participated in Count Me In Too and Counting On training with Early Stage 1 and Stage 1 teachers monitoring student growth through the Targeted Early Numeracy (TEN) program.

- Maths Scope and Sequence K-6 reviewed and Action Plan implemented to adjust where necessary as part of the National Curriculum Implementation in 2014.

- ‘Hands on’ resources purchased and the development of mathematic kits for K-2 classrooms.

- All students had access to the online Mathletics program at school with staff trained in order to set tasks for students and use program for enhancing their numeracy programs.

- Teachers began to implement FoR skills and knowledge in Mathematics lessons to assist students to comprehend written question and problems in these areas.

- Kindergarten, Year 2 and Year 6 cohorts showed improved numeracy results as measured by the school’s diagnostic assessment.

- Year 5 NAPLAN results saw an improvement of 10% in the top bands and 23% growth from 2009-2010 results.

- Staff understanding of the spiral coverage of outcomes and the use of open-ended assessment tasks is reflected in classroom programs.

School priority 3

Curriculum and Assessment - 2012 Targets to achieve this outcome included:

- Implementation of school based scope and sequences in line with the new National Curriculum

- Increased use of technology across KLAs

- Increased level of student achievement

- Use of assessment and feedback to improve learning outcomes for all students

- All students have access to an inclusive, relevant, engaging and challenging curriculum

- Innovative and engaging approaches to curriculum delivery.

Our achievements include:

- Began to gather data for changes to the school based scope and sequences based
on the National Curriculum to be implemented as part of the National Curriculum Implementation from 2014.

- Professional development for all staff in areas related to targets and National Curriculum, Local Schools Local Decisions and Every Student Every School.
- Began discussion of trialling draft syllabuses and regular sharing discussion at staff meetings.
- A class based skills checklist is being developed and trialled.
- Assessment and feedback to improve learning outcomes for all students is closely monitored and shared across stages and classes.
- Classroom teaching programs reflect Quality Teaching Framework principles.
- Staff showing increased confidence with curriculum implementation.
- Classroom teaching programs are informed by student assessment data.

**School priority 4**

**Leadership and Organisational Effectiveness - 2012 Targets to achieve this outcome included:**

- Implementation of quality systems to enhance communication and effectiveness
- Strengthen networking and collaboration within the school
- Enhanced leadership capacity of all staff

Our achievements include:

- Purchase of SENTRAL to upgraded our across school monitoring system and a server upgrade.
- Professional learning for stage leaders and School Administrative Manager.
- School equipment reviewed and upgraded as necessary.
- Develop Assistant Principal roles and responsibilities.
- Increased number of staff taking on Leadership roles in planning whole school and interschool activities.
- Staff actively engaged in teams to learn the school organisational processes.
- Introductory implementation of SENTRAL for: student welfare, academic achievement and tracking student performance.
- Development of school based teams for: learning support (LST), out-of-zone enrolments and Finance.
- All staff members playing an increased role in planning school activities.

**School priority 5**

**Inclusive School Communities - 2012 Targets to achieve this outcome included:**

- Strengthen linkages between school and community
- Utilization of community strengths
- Increased community confidence in the school
- Teaching practices are responsive to the diverse needs of all students

Our achievements include:

- Implemented attendance procedures to encourage higher rates of attendance and minimize partial attendance.
- Monitor Student Welfare and PBL initiatives to recognise student behaviour
- Student attendance rates remained consistent.
- Strong links with local sporting clubs were developed.
- School took a positive and proactive role in community initiatives associated with youth programs.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Culture.

Educational and management practice – School Culture

Background

School culture was chosen this year as we were at the beginning of our 2012-2014 Plan and an extensive evaluation of our Classroom Programs and Initiatives was conducted as part of the 2009-2011 School Plan Evaluation. School Culture was identified as the next aspect for evaluation. This required extensive feedback from parents, a questionnaire for students and a SWOT (Strengths/Weaknesses/Opportunities/Threats) analysis for staff.

Findings and conclusions

- Parents believed that the school appreciated having their child as a student, that students were the school’s main concern and encouraged students to do their best;
- Parents supported what was happening at the school;
- Parents and staff believe that school culture supports a sense of ownership towards the school and the school recognizes and celebrates achievement;
- Improving student outcomes was viewed as the focus for decision making in the school and the welfare of students is a priority, and
- Students were very proud of their school and that all are encouraged to do their best, everyone is encouraged to learn, show respect and be safe and that school leaders have a positive influence on the school.

Future directions

- Continue to support students as successful learners and emphasise the areas of Learning, Safety and respect;
- Provide more leadership opportunities for senior students other than those which already exist and continue the Peer Support Program;
- Restructure the playground and play areas, establish more quiet areas and increase supervision and support, and
- Introduce a Student Achievement section in the weekly newsletter to inform parents and community about our continual successes each week.

Curriculum

Literacy

Background

A school self-evaluation took place as part of the school’s evaluation cycle and as an identified need from the evaluation of NAPLAN data for 2011 with the purpose of evaluating, reporting on and making recommendations about:

- Planning for and the effectiveness of literacy programs K – 6;
- Planning for and the effectiveness of teacher professional learning in literacy, particularly Focus on Reading (FoR);
- Monitoring of student progress in literacy; and
- The effective use of data and assessment to inform literacy programs.

Findings and Conclusion

- Most teachers felt confident in teaching literacy with 80% responding that they felt confident in both their literacy planning and delivery. 100% of staff felt the school Scope and Sequence was beneficial to their teaching and learning program;
- School based data showed that students were making positive progress in reading
this year with Early Stage 1 and Stage 3 students showing strong positive growth across the year;

- Teachers agreed that generally students were still having difficulty applying spelling and grammar and punctuation skills to writing pieces and this was reflected in the school and NAPLAN data;

- Anecdotal school data began to show that the Focus on Reading program was beginning to have a positive effect on student outcomes;

- Students from Kindergarten - Year 2 noted the important role literacy has in our daily lives, with 87% feeling confident in their ability;

- Students in Years 3 – 6 showed various levels of enjoyment and confidence within a variety of aspects of literacy. The results show that 78% of Years 3 – 6 students felt confident in all areas of literacy;

- 50% of students were able to identify some aspects of the Focus on Reading Program, and

- Parents’ feedback showed that most were happy with the way literacy was taught in the school. However the feedback showed few parents knew about the Focus on Reading Program and had no clear understanding of the program.

**Future Directions**

There is an opportunity for the school to build stronger connections with the local community, in terms of promoting literacy awareness and understanding through the school newsletter.

There needs to be a greater focus on the importance of effective feedback and how this can be manageable, consistent and ongoing in an everyday classroom.

Students need to develop a greater awareness of what resources are being used and their purpose.

There is an opportunity for the school to develop a whole-school direction with regards to comprehension, reading and vocabulary through the Focus on Reading Program.

The school informs parents on a regular basis, about literacy teaching and learning programs across the school.

The school develops a number of documents to be sent home in the school newsletter to communicate various learning strategies and processes, such as the Super Six, to parents and the wider community.

All staff members participate in Professional Learning through the Focus on Reading Program.

The TARs and EARs process addresses the aspect of feedback within the literacy Key Learning Area.

The Principal and School Executive promote opportunities for staff sharing with regards to how feedback is given across the school within literacy.

Students, parents and teachers recognise what resources are used in the teaching and learning of numeracy.

Resources are purchased in the areas of classroom readers, teaching resources and IT programs.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Families are made to feel welcome, are generally happy with the culture and ambience of the school. Parents held some concerns on how students with extreme behavioural difficulties were affecting the school culture.
- Parents of incoming kindergarten children valued the orientation process, especially the formal interview before enrolment, the guided tours, visits to classrooms, the information package and the three orientation visits.
- Students were happy with the technology at the school including the Computer Laboratory and Smart Board in each classroom, staff supported this view.
- Students felt valued at school and involved in a variety of activities and enjoy the atmosphere of the school.
- Staff indicated satisfaction with their teaching and felt supported by professional learning.
- Staff felt that consistent practices across classrooms and making direct links in the student learning needed to be sustained in 2013.

Professional learning

Professional learning is an essential component of our education system. Teachers and staff engage in a variety of Professional Development opportunities throughout the year which directly results in their Professional Learning and improvements in Quality Teaching and Learning.

Professional learning is directly linked to the school targets. Training was delivered by outside providers in staff meetings, sharing of in-school expertise, attendance at state or local conferences and workshops and School Staff Development Days.

All staff participated in a wide range of Professional Learning opportunities. The staff also continued the implementation of Collaborative Planning Days in 2012.

Specific activities included:

- Participation in Staff Development Days in Terms 1, 2, 3 and 4
- Participation in staff, stage and team meetings
- Numeracy initiatives included Targeted Early Numeracy (TEN) and Best Start
- Literacy initiatives included L3, Best Start, and Focus on Reading (FoR)
- Local Management Group (LMG) initiatives

A significant amount of School Global Funds are used for Professional Development as well as the DET allocation for Teacher Professional Learning (TPL).

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Please refer to page 11 Progress on School Targets for a full list of the 2012-2014 School Target Areas.

Literacy - 2013 Targets to achieve this outcome include:

- Improved comprehension results across the school K-6 by 15%
- 75% of students K-6 can recognize and use the Super Six Comprehension strategies
- Consistent classroom practices and processes K-6 in Reading, Writing and Spelling
- Assessment drives teaching and learning Teachers evaluate their own practice for effectiveness
- Data collection includes a range of assessments
- All students K-6 tracked on the Literacy Continuum
Strategies to achieve these targets include:

- All staff undertakes training in Focus on reading Phase II and consolidate Phase I learning.
- All classroom teachers explicitly teach and use the Super Six comprehension strategies.
- Data collection better informs teaching.
- School assessment schedule includes a variety of assessment processes including diagnostic and anecdotal data.
- Training in the Literacy Continuum for all staff K-6.

School priority 2

Outcome for 2012–2014

Please refer to page 11 Progress on School Targets for a full list of the 2012-2014 School Target Areas.

Numeracy - 2013 Targets to achieve this outcome include:

- Improvement in measurement results in NAPLAN in line with state averages
- All students K-6 tracked on the Numeracy Continuum
- Assessment drives teaching and learning Teachers evaluate their own practice for effectiveness
- Data collection includes a range of assessments

Strategies to achieve these targets include:

- Professional learning in the development of Measurement skills.
- Data collection better informs teaching.
- School assessment schedule includes a variety of assessment processes including diagnostic and anecdotal data.
- Training in the Numeracy Continuum for all staff K-6.

School priority 3

Outcome for 2012–2014

Please refer to page 11 Progress on School Targets for a full list of the 2012-2014 School Target Areas.

Curriculum and Assessment - 2013 Targets to achieve this outcome include:

- Staff members are prepared to implement the new National Curriculum English Syllabus document
- Staff members are planning to implement the National Curriculum Mathematics and Science Syllabus documents

Strategies to achieve these targets include:

- Staff undergoes relevant Professional Learning.
- Staff builds on their existing skills and knowledge.
- Resources are evaluated for relevance to the new syllabus.
- Assessment practices are evaluated in light of the new Syllabus.

School priority 4

Outcome for 2012–2014

Please refer to page 11 Progress on School Targets for a full list of the 2012-2014 School Target Areas.

Leadership and Organisational Effectiveness - 2013 Targets to achieve this outcome include:

- Strengthen networking and collaboration within the Dungog and District Community of Schools
- Enhanced leadership capacity of all staff

Strategies to achieve these targets include:

- Develop Assistant Principal roles and responsibilities.
- Staff participating in local school networks.
- Staff undertaking training in online courses in behaviour and/or Dyslexia.
• Consolidation of school based teams for: learning support (LST), out-of-zone enrolments and Finance.
• All staff members playing an increased role in planning school activities.

School priority 5
Outcome for 2012–2014

Please refer to page 11 Progress on School Targets for a full list of the 2012-2014 School Target Areas.

Inclusive School Communities - 2013 Targets to achieve this outcome include:
• Strengthen linkages between school and community
• Utilization of community strengths
• Increased community confidence in the school
• Teaching practices are responsive to the diverse needs of all students

Strategies to achieve these targets include:
• Monitor Student Welfare and PBL initiatives to recognise student behaviour.
• Parents and community surveys used to determine needs, interests and areas of strength and areas of improvement.
• Strong links with local sporting clubs through community based sport and Active After School Communities.
• School playing a positive and proactive role in community initiatives associated with youth programs.

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: