Clarence Town Public School
Annual School Report 2014

Kindness – Honesty – Effort

Learning – Respect - Safety
School context statement

Our school is a well-established and resourced primary school and proud to be a part of the NSW Public School team. In 2014 we celebrated 165 years of Quality Education in the Clarence Town area. We are privileged to have several key features that make our school setting unique:

- One of the earliest National Schools was founded here in 1849
- We have a firm history within the local community with many generations of students from the same families attending our school
- Many members of our school community attended Clarence Town Public School and have a wealth of knowledge about the school and community
- Our community was a terminal of navigation for shipping for this area and hosted cargo and pleasure boats as a large working river port

We have strong ties to the community, with parents, relative and friends of the school making valuable contributions to our educational, social and cultural programs.

The students of Clarence Town Public School are offered a wide range of opportunities and activities in academic, cultural, sporting and environmental areas that contribute to the positive development of the whole child.

Our academic excellence has been continually built upon to ensure our students are provided with relevant programs to support them as they strive to reach their potential. At Clarence Town Public School each individual is supported in their educational and pastoral goals ensuring their diversity of needs is catered for with quality programs and initiatives.

Principal’s message

Our school continues to make commendable academic, cultural, environmental and sporting success with the valued support and assistance of parents and the wider community.

Throughout 2014 we have continued to build on our community partnerships and this connection with our parents and wider community has been one of the major successes of 2014. Our close links with Clarence Town Preschool, Dungog and District Community of Schools, local Clarence Town business and community groups is an asset equal to none.

Without doubt the highlight of 2014 was once again our Music Program and School Musical. The collaborative approach of the school and P&C to fund this project and relationships that were forged have become a sustainable link between our school, local groups and clubs and the local community.

At Clarence Town Public School students come first, they are encouraged to excel in academic, sporting, creative and performing arts and social and cultural endeavors; and where students participate confidently with enthusiasm to achieve their personal best. The school is committed to providing a variety of opportunities to enable all students to be confident and creative, to have a positive attitude towards learning and to strive for excellence. We encourage our students to show respect for the rights of others, to take responsibility for their own actions and to show concern for the environment. We are an inclusive school community who meet the diverse needs of our students.

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

Left: Stage 1 Scarecrows ready for “Somewhere over the rainbow” item in the school musical.
Student information

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

Student enrolment profile

The enrolment of Clarence Town Public School in 2014 reflected the steady decline since 2012 where it had stabilized after a sudden drop in 2010.

Student attendance profile

School attendance has continued to show improvement and now remains slightly below State averages.

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 further or unexplained absence continues the school engages the DEC Home School Liaison Officer (HSLO) to follow up with the family and determine support structures.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.65</td>
</tr>
<tr>
<td>Total</td>
<td>11.45</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

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

**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>79%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

During this year the focus for teacher professional learning has been pedagogy and quality teaching. Our School has a commitment to Teacher Professional Development as all research shows that this is a key factor in improving Student Outcomes; this is also reflected in our school data.

Significant professional learning has been centred round the implementation of the new curriculum so staff are prepared through the development of a relevant scope and sequence, programming and a raised awareness of the content of the new syllabus documents.

Three staff members were in the process of maintaining their accreditation. This requires 100 hours of professional development over a five year period. Each of these staff members is current with their professional learning hours and is monitored against a set of national standards.

By 2018 all staff will be required to maintain accreditation and will be monitored using the Australian Teaching Standards guidelines.

During 2014 the entire school Teacher Professional Learning funds (DEC allocated funds for Teacher Professional Development) were utilized to train staff in DEC reforms, Australian Curriculum, leadership, coaching and online course training. In addition there were also targeted funds from the School’s Global Budget to implement further teacher professional development in training staff in the literacy programs Learning, Literacy and Language (L3) Program and in our whole school Literacy Initiative Focus on Reading (FoR).

The funds cover the costs of course fees, casual teacher replacement and transport costs if required.

**Beginning Teachers**

In 2014 our school also received funds for our newly appointed Teacher Librarian under the DEC Beginning Teacher Allowance. These funds supported the professional development of our Teacher Librarian and also released an executive staff member to be her mentor during her first year as a permanently appointed teacher.

The funds were utilized to build on the capacity of her teaching skills specifically in Library as well as keeping up to date with all current research and information by attending conferences and meetings. Differentiation of Learning and Behaviour Management were also areas identified and our Assistant Principal worked closely mentoring and giving individual professional learning sessions in our school Positive Behaviours for Learning (PBL) programming and the Literacy Program Focus on Reading (FoR). This ensured a consistency of approach in Student Wellbeing and Literacy across our school.

All of these target areas were identified as areas for growth through the Teacher Annual Review Processes and established collaboratively.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>183820.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>119252.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>226276.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>41955.37</td>
</tr>
<tr>
<td>Interest</td>
<td>5815.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6685.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>583806.72</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 15923.62   |
| Excursions                 | 16325.01   |
| Extracurricular dissections| 15191.87   |
| Library                    | 3049.94    |
| Training & development     | 5746.14    |
| Tied funds                 | 206770.20  |
| Casual relief teachers     | 34241.79   |
| Administration & office    | 38436.18   |
| School-operated canteen    | 0.00       |
| Utilities                  | 42179.10   |
| Maintenance                | 4154.16    |
| Trust accounts             | 6676.43    |
| Capital programs           | 0.00       |
| **Total expenditure**      | 388694.44  |
| **Balance carried forward**| 195112.28  |

The balance carried forward represents an amount necessary to cover costs associated with financial commitments incurred in 2014. 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 our school has a P&C operated canteen.

A full copy of the school’s 2014 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 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 twenty-four Year 3 (Y3) students attempted the Literacy section of the NAPLAN, which included Reading, Writing, Spelling and Grammar & Punctuation. Of the twenty-four, ten were boys and fourteen were girls. Our school’s results showed the boys achieved a 37.3 scale score point growth in the area of Reading, 36.1 scale score point growth in Spelling and a 7 scale score point growth in Writing and Grammar & Punctuation. Individual student growth is measured between Y3 and Y5 and as such no individual student growth data is available.
Of the twenty-four Year 3 students who attempted the NAPLAN in Numeracy, ten were boys and fourteen were girls. The paper consisted of Number, Patterns & Algebra, Measurement, Data and Space & Geometry. No data is available for individual student growth or individual aspects of Numeracy.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 twenty-two Year 5 (Y5) students attempted the Literacy section of the NAPLAN. Ten of these were boys and twelve were girls. Our school’s results showed that we achieved growth in all areas of Literacy. We achieved a 41.2 scale score point growth in Reading, 6.5 in Writing, 44.8 in Spelling and a 76.5 scale score point growth and Grammar & Punctuation. Our girls achieved 7.3 scale score points above State average growth in Grammar and Punctuation.

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Writing

Left & Below: Stage 3 students enjoy mathematics problem solving activities
NAPLAN Year 5 - Numeracy

Twenty-two Year 5 (Y5) students attempted NAPLAN Numeracy. The students are assessed in the aspects Data, Measurement, Space & Geometry, Number, Patterns & Algebra. Our average growth for year all Year 5 students in Numeracy was 37.4 scale score points. All of our boys achieved above 20 points in growth in Numeracy. Our average growth was 86.5 scale score points for boys and 46.4 points for girls.

Other achievements

In 2014 we excelled in many areas across the school and below are examples of our significant programs and initiatives. All programs and initiatives are also regularly reported in our weekly newsletter.

Significant programs and initiatives – Policy and equity funding

Commonwealth funding in the form of Improving Literacy and Numeracy National Partnerships: These funds were for the specific purpose of Professional Learning for staff to improve student outcomes.

After reviewing our 2012-2014 School Plan, analysing NAPLAN, Best Start and School Diagnostic Data is was determined that we would utilise these funds in the area of Literacy for the following reason:

- The analysis showed Literacy as the greatest need and this was particularly evident in the Baseline Data
- Through identified Literacy practice we could also focus on the Literacy of Numeracy and Reading & Comprehension as part of Newmans’ Analysis
- The Focus on Reading program was already being implemented and showing positive results and further more intensive Professional Learning here would improve this growth further
- The L3 Program was showing excellent results in Kindergarten but these gains were not completely sustained across the higher grades
- We have never received these type of funds before and with the emphasis on Teacher Professional Learning to improve Student Outcomes the area of Literacy was identified as our greatest need for both Teacher Professional Learning and Student Growth.

With the review of the 2012-2014 School Plan the following areas of Professional Learning were identified for the ILNPN Action Plan – we have divided them into two distinct areas with the 2014 identified TPL building the capacity of the 2013 TPL areas:

2014

- Training in L3
- Train all K-6 staff in FoR Phase 2
- Time to observe classroom practice in other classrooms* and schools
- Consolidate Phase 2 FoR
- Training in the Literacy Continuum* and Implementation as part of teaching and learning cycle
- Incorporating the Literacy Continuum into the school Assessment data processes
- TPL in National Curriculum – English*
- Online Training – Behaviour Management/Autism/Programming
*NB: These identified areas were already in place and these funds will allow for further consolidation and sustaining programs long term across the school.

Comparison between Baseline Data (May) and end of year data (Nov)
The improvement in Student Outcomes between May and November showed excellent growth patterns, including:

For Aboriginal Students:
- 100% of Aboriginal students improved by at least one benchmark
- No Aboriginal students are currently performing well below stage levels compared to 56% performing well below stage level at the commencement of the initiative
- 42% of Aboriginal students are performing at or above stage level compared to 28% at the beginning of the program

For non-Aboriginal Students:
- 93% of non-Aboriginal students improved by at least one benchmark
- 33% of students were performing below or well below stage level, 40% were performing at stage level and 27% were performing above or well above stage level in May
- Only 24% of students are now performing below stage; with 76% performing at or above stage level and 11% of these performing at well above stage level.

Aboriginal education
Clarence Town Public School remains committed to understanding Aboriginal and Torres Strait Islander culture and history to promote Aboriginal Education. Traditional owners the Worimi People are acknowledged at all school events. In 2014 nine students identified as Aboriginal or Torres Strait Islander. Aboriginal perspectives are incorporated into all facets of teaching across all Key Learning Areas to enhance learning experiences for not only Aboriginal students but all students within our school.

NAIDOC Day was celebrated with a variety of activities. Students were able to participate in a rotation of traditional Aboriginal games and art activities throughout the day. We had a special guest visit our school for a performance, which included dance, stories, painting, fire creation and didgeridoo playing.

The benefits of Aboriginal Educational Programs for all students within the school have been numerous. The school is committed to the implementation of the Aboriginal and Torres Strait Islander Education Action Plan and is working with the local Aboriginal Education Consultative Group (AECG) to improve outcomes for Aboriginal students.

Aboriginal background
In 2014 RAM equity funding was used to provide a part time support teacher to coordinate specific professional learning and to build the capacity of teachers to deliver high quality teaching and learning experiences for all students. This focus on explicit teaching resulted in improved outcomes for indigenous students in a positive and inclusive environment.
Multicultural education and anti-racism

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).

Socio-economic background

In 2014 RAM Equity funding was used to provide opportunities for students to participate in learning and cultural experiences to develop relevance to their classroom teaching and learning programs. To further develop Quality Teaching experiences and improve Student Outcomes addition support teacher time in the areas of Learning and Support and Gifted and Talented Students were also funded.

Arts

The students of Clarence Town have always enjoyed a wide variety of activities covered in the Creative Arts and 2014 was no different.

- A group of students from Years 3 - 6 were selected as part of the Star Struck Choir. This group was later augmented by more senior girls and became the Senior Girls Choir
- The choir performed at a variety of events, including 'The Biggest Morning Tea' and Presentation Day
- The students were involved in cultural exchange days with Dungog High School
- Through Terms 2 & 3 all classes were involved in an intensive Music Program conducted by Mrs Katie Bagnall:

  The students learnt songs and the various parts of music such as tempo, rhythm and beat

  The culmination of this work was a presentation to families and community of a musical titled 'Music through the Ages'. Classes sang and danced their way through the decades, from 1920's to 2000's.

- All Stage Three students presented a topic in Public Speaking. This was keenly contested by all of Stage Three with some excellent and imaginative topics being presented
- Debating was also another area of excellence and the debating team represented our School with enthusiasm
- Two representatives from each Stage Group represented the school at the area Public Speaking Competition

Positive Behaviours for Learning - PBL

<table>
<thead>
<tr>
<th>Respect</th>
<th>Safety</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>In the completion of our fifth 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 2014 there was a focus on expanding these values to everyday life outside of school.</td>
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<tr>
<td>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.</td>
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</tr>
<tr>
<td>The school reward system focusing 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The implementation of this system has seen a significant drop in negative behavior across the school and a significant increase in positive behavior within classrooms and the playground.</td>
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</tbody>
</table>
Sport

Sport is a major focus at Clarence Town Public School and this continued in 2014 with the emphasis being on participation as well as excellence. Highlights of 2014 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;

- 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. Each team of students played well. Their sportsmanship during the games was commended by many and is something we pride ourselves on at Clarence Town Public School;

- A number of students also represented the school in Regional trials for AFL, Soccer, Netball, Cricket and Hockey.

- 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;

- 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;

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

- The successful Active After School Sports Program continued offering a variety of sport activities throughout the year to foster healthy lifestyle and introduce students to available past times within our community.

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 2014 for the fourth consecutive year. Students from each class presented speeches to their stage and a representative from each stage went to the area competition.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of School student data
- Analysis of school behavior data
- Analysis of NAPLAN data and trends
- An evaluation of the 2012-2014 school plan to determine whether targets were attained and the success of the program implemented throughout the period
- Surveying staff, parents and students

School planning 2012-2014:
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.

School priority 1
Literacy
Outcomes from 2012–2014
2014 Targets to achieve this outcome include:

- Improved comprehension results across the school K-6 by a further 15%
- 80% 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 outcomes in 2014:

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

Evidence of achievement of outcomes in 2014:

- School data reflects that comprehension results showed an improvement of 15.3%
- 73% of students K-6 consistently recognize and use the Super Six Comprehension strategies and a further
18% can do so with support scaffolds in place.

- 100% of teacher learning programs are based on evaluation and the teaching and learning cycle.
- All classrooms have consistent practice in Reading, Comprehension and Writing; with Spelling have some differences due to significant student need in several areas.

School priority 2

Numeracy

Outcomes from 2012–2014

2014 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.

Evidence of achievement of outcomes in 2014:

- Staff undertook school based Professional Learning in Mathematics to develop Measurement Skills as well as successfully implementing the National Curriculum.
- 100% of staff use classroom data, NAPALN data and trend data to inform teaching within their Classroom Programs.
- 100% of teacher learning programs are based on evaluation and the teaching and learning cycle.

School priority 3

Curriculum and Assessment

Outcomes from 2012–2014

2014 Targets to achieve this outcome include:

- Staff members implement the new National Curriculum English Syllabus document.
- Staff members are planning to implement the National Curriculum Mathematics and Science Syllabus documents in 2015.

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.

Evidence of achievement of outcomes in 2014:

- Developed school based scope and sequences based on the National Curriculum to be implemented as part of the National Curriculum Implementation from 2014.
- Continued discussion of syllabuses and regular sharing discussion at staff meetings and develop programming proformas.
- A class based skills checklist has been developed.
- 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.
- Classroom teaching programs are informed by student assessment data.
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parent, student, and teacher satisfaction**

In 2014 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 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 2015 and was reflected in a positive way within student outcome data.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The new plan has three major strategic directions to guide the actions of our school for the next three years. The plan has been formulated after extensive data and needs analysis, identifying areas of strength to build upon our capacity and consultation with all stake holders.

**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.

Glenda Kelson Assistant Principal
Kylie Ellis Classroom Teacher
Bonnie Etchells Classroom Teacher
Steve Lofts Classroom Teacher
Louise Blakemore Principal

**School contact information**

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School Code: 1564

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


Above: Stage 2 Fundraiser