2009 Annual School Report
Clergate Public School

NSW Public Schools – Leading the way
Principal’s message

Educating our students for the future is certainly a challenge but at the same time exciting. This year we continued to utilise the interactive whiteboard technology in both classrooms and installed a wireless network in the 3-6 room to improve access to the laptop computers.

Our emphasis continues to be on quality teaching and learning, particularly in Literacy with Reading to Learn and Numeracy. Our NAPLAN results reflected considerable improvement in both these Key Learning Areas. A variety of opportunities are also provided to enable the students to experience and develop their skills in the Creative and Performing Arts, sport and leadership. Personal efforts and achievements are acknowledged through our awards system at assemblies, newsletters and in the media, so students feel valued and their efforts rewarded.

Environmental Education continues to be a focus with the vegetable gardens producing fresh produce for the students to harvest and eat, which highlighted the concepts of healthy living and sustainability.

Early in the year we saw the establishment of our ‘Little Learners’ Playgroup. This has been a huge success with 12 students from the Playgroup attending the Transition to Kindergarten Program in Term 4.

We farewelled two staff members throughout the year. Mrs Philpott left on maternity leave in Term 1 and Mrs Ronan in Term 4 to take up a full time position. We welcomed Mrs Catherine Sutton as their K-2 replacement.

Overall, we had a very successful and prosperous year. The National Schools Pride funding enabled us to provide wind barriers on the COLA, pave a large playground space and upgrade security gates and railings. We look forward to the arrival of our replacement library early in the new year and the Federal Governments BER hall which will provide us with much needed space for our rapidly increasing school population.

Each year the school evaluates all Key Learning Areas, other significant programs and analyses NAPLAN results and school based data. This helps determine our priorities for the following year.

At Clergate we appreciate and value the feedback we receive form the parents and community members as this shared decision making process ensures our school continues to improve and meet the needs of our local community.

Finally, thank you to the P&C for their outstanding contributions, guidance and support. Our appreciation also must go to the many volunteers who donate countless hours to ensure our students have a beautiful well resourced school in which to learn.

Sue Brotherton
P&C

2009 has been an interesting and successful year, interesting in that we have seen substantial change in our school and successful in fundraising. Our P&C committee continues to function and represent the families in our own individual way.

2009 saw our students change into the new and very smart uniform after much consultation with the students and school community. This has been very successful with our children feeling proud and looking terrific when representing our school at events around the region.

Our major fundraising event was a Trivia Night held in May. The hard work and efforts paid off with $5,000 being raised. An Easter raffle and Mothers Day raffle also raised substantial funds and we held a number of social functions including BBQ’s and working bee which brought our families together.

The P&C continues to support our children in school in many and varied ways, from subsidising excursions to hands on activities in and around the school.

All students received assistance from the P&C to either participate in the Schools Spectacular or travel to see it.

The Home Reading Scheme began as a result of the P&C purchasing a large number of books to go across all grades.

The P&C contributed to the highly successful media campaign which lifted the profile of our school across the region. As a result enrolments increased in our school. The P&C also replaced the shade cloth over the play equipment.

Our school is continuing to grow with the confirmation that we will finally receive a new library and as part of the Federal Governments B.E.R. a multi function hall. These facilities will enable us to provide even more quality educational experiences for our school community. With our increasing enrolments all the signs are good for the future.

Our P&C will maintain its community focus. We have clear goals which include fundraising to upgrade the playground equipment and sun shelter, social activities and support for student programs and resources.

Terry Betts
P&C President
Student representative’s message

2009 has been very exciting, full of experiences and opportunities for us to develop and demonstrate our leadership skills. We attended the Anzac Day March in Orange where we lay a wreath to show our respect for those soldiers who served and died for our country.

This year we held Book Week Celebrations, Easter Hat Parade and led a service on Remembrance Day.

Our major SRC fundraisers included: Mufti, Movie and Popcorn, Bandaged Bear and Pyjama Days. Donations were made to Westmead Children’s Hospital and the Victorian Bush Fire Appeal.

Fundraising also helped subsidise the School Spectacular excursion costs for all students.

Each fortnight we had the responsibility of organising and leading the whole school assemblies which help develop our public speaking skills and confidence.

We will all miss Clergate. On behalf of the student leaders and SRC – Good luck to the students in Year 6 and best wishes to the school leaders in 2010.

Liam Wooding
SRC President

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

We began the year with 31 students (11 boys and 20 girls).

We finished the year with an increase to 35 students (14 boys and 21 girls).
Management of non-attendance

Regular attendance at school is essential for students to maximise their learning. Students who do not attend regularly are closely monitored and parents are requested to put in writing the reasons for their child’s absences. In some cases these children are referred to the Home School Liaison Officer for follow up.

Class sizes

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>4</td>
<td>15</td>
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<tr>
<td>3-6</td>
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<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>6</td>
<td>17</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.

Mrs Sue Brotherton – Teaching Principal

Mrs Catherine Sutton – Temporary Casual Teacher

Mrs Cherylin Ronon – Temporary Casual

Mrs Maree Haigh-Cole – RFF and Library

Miss Nicky Cridland – Part-time SAM

Mrs Kerrie Carr – Part-time SAM

Mrs Kathryn Cannell – School Learning Support Officer

Mrs Trish Streatfeild – School Learning Support Officer

Mr David Greatbatch – General Assistant

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.252</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

Clergate Public School has no staff who identify as Aboriginal.

School Administration & Support Staff

We have two part-time School Administration Managers and a part-time General Assistant.

Both classes are supported by part-time School Learning Support Officers.

Staff Retention

At the end of Term 1 Mrs Natalie Philpott started Maternity Leave. Mrs Philpott was replaced by Mrs Catherine Sutton for 3 days per week.

Staff Attendance

Staff have access to leave entitlements such as sick leave, long service leave and leave for special circumstances.

Note: The attendance rate for Clergate Public School is reported as n/a because the school has less than 3.4 staff members.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</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.

Balance brought forward  33 017.57
Global funds  46 149.62
Tied funds  56 195.30
School & community sources  12 564.33
Interest  1 730.97
Trust receipts  1 883.60
Canteen  0.00
Total income  151 541.39

Expenditure
Teaching & learning
  Key learning areas  8 803.57
  Excursions  6 264.24
  Extracurricular dissections  996.74
Library  604.47
Training & development  2 244.54
Tied funds  33 682.73
Casual relief teachers  6 074.63
Administration & office  26 709.30
School-operated canteen  0.00
Utilities  6 537.82
Maintenance  3 159.78
Trust accounts  1 775.34
Capital programs  0.00
Total expenditure  96 853.16
Balance carried forward  54 688.23

A full copy of the school's 2009 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 2009

Creative Arts

• Nine students auditioned and were selected to participate in the Schools Spectacular in Sydney.

• Students travelled to Sydney and spent 4 amazing days rehearsing and performing for large audiences.

• All students participated in dance lessons on Wednesday afternoons and are taught by a specialist dance teacher.

• Students competed in the Orange Eisteddfod taking out 2nd place in dance.

• All students participated in music lessons conducted by a specialist Music teacher from the Orange Regional Conservatorium of Music.

• All students performed in the Choir and competed in the Orange Eisteddfod gaining 2nd place.

• All Clergate students participated in The School Spec in Orange.

• Students participated in Art lessons taught by a specialist Art teacher.

• Clergate students entered and gained 1st place at the Orange Show for their art exhibit.

• All students attended Musica Viva Concerts to enhance music appreciation skills.

Public Speaking

This year all students from K-6 participated in Public Speaking. Students in Years 3-6 entered the CWA Public Speaking Competition with three students travelling to Bathurst to represent Clergate Public.

Achievements

Sport

Students participated in the Premiers Sporting Challenge as part of the Active After School Community Program.

This program involved keeping track of the minutes each week spent on physical activity over a ten week period.

The program promoted the benefits of regular physical activity at home and at school with all students receiving certificates.

Weekly sports sessions involved skills based instruction in swimming, gymnastics, martial arts and rugby league. These sessions were supported by the A.A.S.C Program funds.
Carnivals and Student Achievement

- Successful swimming, athletics and cross country carnivals were held during the year with a number of outstanding individual performances.
- Erin Turner represented Orange Small Schools at District level in swimming and athletics.
- Clergate Netball Team competed in the Orange PSSA Knockout competition. Although knocked out in the first round the girls continue to gain skills and confidence.

Other

Excursions
Students in Years K-6 travelled to Sydney to attend the Small Schools Spectacular.

Nine students participated in the Schools Spectacular over 4 days in Sydney with students from Mullion Creek and Spring Hill.

Students visited Spring Hill to participate in a Tabloid Sports Day.

Students travelled to Mullion Creek to conduct a Water Bug Survey to determine the health of the water.

Students participated in O.S.S.A. Science Day at different stage venues.

Easter Hat Parade
To celebrate Easter the children were asked to make an Easter hat. Each class paraded their hats and this was followed by an Easter lunch with parents and friends.

Book Week
This year the theme was ‘Book Safari’. Students and staff chose a book which reflected the theme and showed off their costumes to Clergate parents and friends.

Support Teacher Learning Assistance
A total of 20 children from K-6 were involved in the support program. The focus was on comprehension and number.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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)

Due to the size of the cohort it is not appropriate to report on comparative results. A graph representing school performance over the past 5 years is presented.

Literacy – NAPLAN Year 3

Only 5 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.

Numeracy – NAPLAN Year 3

Only 5 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.

Literacy – NAPLAN Year 5

Only 4 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.
Numeracy – NAPLAN Year 5

Only 4 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.

Minimum standards

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

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 2009

<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>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<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>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The school provides programs designed to improve the learning outcomes for Aboriginal students. We also ensure students learn about Aboriginal history, culture and contemporary Aboriginal issues through Human Society and Its Environment.

This year we hosted an Aboriginal Education Day for 150 students from 3 small schools.

Aboriginal students from our local feeder high school led our students through a rotation of
activities and workshops which included Drama, Aboriginal dancers, Craft, Bush Tucker and Elders from the Wirajiri Tribe communicating their stories.

Multicultural education
Clergate acknowledges and develops understandings and cultural differences through Human Society and Its Environment, English and the Personal Development strand of the PD/H/PE syllabus. Teaching practices are culturally inclusive and students are encouraged to share the differences in their cultural beliefs with others so all students are able to respect similarities and speak with more knowledge about the differences.

Respect and responsibility
These core values are an integral part of our school culture and students are expected to demonstrate these values. They are reminded that everyone has the right to learn, have their opinions valued and feel safe at school.

The school provides opportunities for students to celebrate important days throughout the year by participating in the Anzac Day March and Service, acknowledging the importance of Remembrance Day and taking part in Harmony Day celebrations.

Other programs
Environmental Education
As part of our Environmental Education Program, students were encouraged to be involved in the following projects:

- Plant, weed and harvest vegetables from gardens constructed in 2008.
- Continue recycling waste from playground and classroom.
- Continue to ‘mulch’ appropriate plant and vegetable matter.
- Participate in ‘Clean Up Australia Day’.
- Participate in Water Bug Surveys to determine the health of our local creek.
- Plan and design a chicken coop for establishment in 2010.

Citizenship
- Student leaders led the school community in a Remembrance Day Commemorative Service.
- Students represented Clergate in the Orange Anzac Day March.
- Student leaders coordinated and ran fortnightly school assemblies.
- Student Leaders and SRC held charity days to raise funds for Westmead Children’s Hospital and Victorian Bushfire Appeal.

Active After School Community Program
Significant funding from the Active After School Community Program has enabled students to engage in many sports and activities including, swimming, martial arts, dance and rugby league.

A multi skill session is held after school once a week when students enjoy games and a healthy afternoon tea.

As a result of experiencing the variety of sports a number of students have gone on to join dance and martial arts schools.

Progress on 2009 targets
Target 1

Teachers to attend Professional Learning courses in Reading to Learn and evidence of R2L strategies in programs

- Assess teacher needs.
- Sharing of programs.
- Assessment of student work samples.
- All teachers trained in R2L strategy.
- Analyse NAPLAN results and target necessary support.
Network with other schools to share ideas and resources.

Our achievements include:

- All teachers trained in R2L strategy.
- Teachers adopted R2L strategies and share R2L resources and programs of work.
- R2L writing work samples assessed.
- Teachers report that students are more enthusiastic to attempt tasks.
- Significant improvement in NAPLAN results with Years 3 and 5 being above the state average in Writing.
- Use of technology has increased enthusiasm for writing.

Target 2

Students achieving at expected Stage/Year outcomes in Numeracy.

Strategies to achieve this target include:

- Assess teacher needs.
- Staff training - Maths Matters.
- Analyse NAPLAN and Best Start results. Target support based on data.
- Explicit teaching of concepts and language.
- Implement Mathletics to improve skills.
- Investigate ICT programs to support explicit teaching of concepts.

Our achievements include:

- Staff trained in Maths Matters.
- Maths Matters strategies implemented.
- Targeted students received additional support.
- ICT programs including Mathletics increased student’s engagement and skills.
- Significant improvement in NAPLAN with Years 3 and 5 being above the state average in Numeracy.
- Explicit teaching of concepts and language of maths improved student’s comprehension and application in problem solving.

Target 3

Increase use of Interactive Smartboard Technology and establish Connected Classroom linkup

- Attend training courses in effective use of Smartboard.

- Sharing of lessons and expertise amongst staff.
- Integration of Technology across all KLA’s.
- Collegial planning and sharing of lessons via technology.
- Assessment of student work samples.

Our achievements include:

- All classes making use of interactive whiteboards to enhance learning.
- Improved quality and quantity of student work through the use of technology.
- Teachers attended Smartboard training sessions increasing skills and confidence.

Due to Connected Classroom not being installed this target has been carried over to 2010.

Target 4

Increase promotion of school in broader community and engagement of community expertise in school.

Strategies to achieve this target include:

- Promotion of school and events through media.
- Advertising campaign promoting school through pamphlets and news media.
- Playgroup/preschool established at Clergate.
- Regular parent workshops and information sessions organised.
- Family BBQ’s and trivia night organised.
- Regular assemblies and newsletters.
- Establishment of school website.
- Invitations to parents and community members to participate in classroom activities.

Our achievements include:

- Advertising campaign highly successful lifting school profile in community and significantly increasing enrolments.
- Playgroup and Preschool established in Term 1.
- School Website established.
- Two Parent Information sessions conducted.
- Increased number of school community social functions.
- Small increase in parents as volunteers in classroom activities.
Key evaluations

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

Educational and management practice

Teaching

Background

Teaching was chosen for evaluation because of its importance in the education process. Students, parents and teachers were involved in the evaluation. School Map surveys were used to collect data.

Findings and conclusions

Parents

Less than half of all families returned completed surveys.

Responses to the eight aspects of teaching were very positive with 90% indicating that they almost always or usually believe the following:

- What students are asked to learn is important.
- Activities are interesting and appropriate.
- The way the teacher manages the class helps students learn.
- My child’s teacher knows what my child can do and what they need to learn.
- My child’s teacher keeps records on my child’s progress.
- The school provides clear information about student achievement through the reporting process.

Future directions

- Teachers to explicitly explain/discuss with students what they are learning and why.
- Provide Parent Information session on how students learning is assessed.

Students

Over 85% of students almost always or usually found the following:

- What they learnt is important.
- Activities planned by the teach were interesting and help them learn.
- Teachers told the students what and why they were learning.

- Teachers know what students can do and what they need to learn.
- Teachers keep records and samples to include in students report or portfolio.
- School reports and interviews provide information about student’s learning.

28% of the students surveyed indicated that they sometimes or rarely felt the following:

- The way the teacher managed the class helped them learn.
- They understand how their learning would be assessed.

Future directions

- Teachers to explicitly explain how they will assess students’ learning.
- Teachers to provide more fun lessons with games.
- Teachers to include students in 3 way conferences.

Curriculum

Human Society and Its Environment

Background

We chose H.S.I.E because it was due as part of our regular cycle of evaluations and as a result of the school Scope and Sequence cycle of units needing to be amended.

All students were surveyed as were staff members.

Findings and conclusions

Results are as follows:

Student Responses

- 98% of K-2 students indicated they enjoyed H.S.I.E.
- More than 50% of students in Years 3-6 indicated they only sometimes or rarely enjoyed participating in H.S.I.E.
- Over 60% enjoyed learning about other cultures and their environment.
- 98% of all students enjoyed researching from books.
- 97% of K-2 students enjoyed teacher directed lessons.
- 40% of 3-6 students enjoyed teacher directed lessons.
- 97% of all students enjoyed Smartboard activities.
The majority of students preferred group work and partner activities.

99% of students enjoyed going on excursions.

90% of 3-6 students enjoyed assignments and projects at home.

70% of students thought what they were asked to learn was important and understood why they were learning it.

98% of students agreed that their teacher kept records and samples of their work.

55% of students understood how their learning was being assessed.

**Staff Responses**

100% of staff indicated they enjoyed teaching H.S.I.E., referred to the syllabus and had adequate resources to prepare and teach the topics.

Staff indicated that they felt the majority of students had:

- Achieved the syllabus outcomes.
- Enjoyed participating in the H.S.I.E. lessons.
- Improved their ability to research topics.

**Future directions**

- Teacher directed lessons be more engaging for senior students.
- A revised Cyclic Plan be implemented in 2010.
- Assessment procedures explained to students.
- Continue to use technology to increase student engagement and research skills.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Overall satisfaction with the school was very high with 95% of parents indicating they were happy with the school and the progress their child had made.

100% of parents surveyed strongly agreed with the following statements about the school:

- A nurturing environment where students are valued as individuals.
- Friendly and informative response to phone or fact to face inquiries.
- Attractive well resources classrooms.

- Well qualified teachers who set high standards and provide interesting and creative programs.
- Clear values taught and followed.
- Effective Discipline and Uniform policy.
- Regular and responsive school-home communication.
- Effective learning and disability support programs.
- Well rounded education that meets the individual needs of students.
- Parent involvement that is welcomed and valued.
- Effective and accountable leadership.

A small number of parents indicated that they disagreed or did not know if the school offered the following:

- Challenging programs for gifted and talented students.
- Excellent academic results.
- A range of interesting creative extra curricular activities.
- Shared programs and links with local primary and high schools.

**Professional learning**

Teacher Professional Learning funds are provided to assist with professional learning and leadership opportunities for staff.

The school’s Professional Learning Plan and School Management Plan were closely aligned so that professional learning activities assisted the school in meeting our 2009 targets.

The total expenditure was $2,244.54 which equates to $561.54 per staff member.

Our training focus was Literacy, Numeracy, use of technology and student welfare.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

*Students will demonstrate a growth rate in reading and writing equivalent to regional levels and/or improve by one skill band.*

Strategies to improve this target:

- Analyse NAPLAN and Best Start data to identify student needs in reading and writing.
• Staff trained in ‘Reading to Learn’.
• Monitor and record student progress using running records.
• Implement a reading fluency program 3-6.
• Target individual students for comprehension skill development.
• Analyse narrative writing work samples in line with specific criteria.

Our success will be measured by:
• The number of students who improve by one skill band and demonstrate required growth rate.
• All staff trained and implementing Reading to Learn strategies in their classrooms.
• Running records indicate improved levels of achievement.
• Improved rates of fluency.
• Improved understanding and accuracy of responses in comprehension activities.

**Target 2**

*Improve student’s ability to solve problems using a variety of strategies in number.*

Strategies to improve this target:

• Together with staff analyse data from NAPLAN.
• Explicit teaching of mathematical language.
• Use Newman’s Analysis to support students to break down components of each maths problem.
• To use Mathletics Program to enable students to practise and consolidate skills.

Our success will be measured by:

• Students able to demonstrate their ability to use a variety of strategies both oral and written to solve problems.
• Students able to use the appropriate language to explain the problem and how to find the solution.

• Students demonstrate confidence when tackling new problems.

**Target 3**

*Increase student and staff technology skills through the connected classroom.*

Strategies to achieve this target:

• All staff trained in the use of connected classroom technology.
• Employment of a DET technology support person to increase the skills of both staff and students in the effective use of interactive technology in teaching and learning.
• To combine with the small schools network to write and implement a unit of work using interactive technology.

Our success will be measured by:

• Staff will be confident users of the connected classroom technology.
• Improved engagement of students through the access of quality lessons delivered using connected classroom technology.
• Strengthened partnerships with small schools and feeder high schools through the increased use of connected classroom technology link ups.
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.

Sue Brotherton, Principal
Catherine Sutton, Teacher
Kerrie Carr, Administration Manager
Terry Betts, President P&C
Liam Wooding, SRC President

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School Code: 2668

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: