2008 Annual School Report
Clergate Public School

NSW Public Schools – Leading the way
Our School at a Glance

Students
Students are afforded a range of opportunities to participate in academic, cultural and sporting events to expose and broaden their experiences.

Staff
Clergate Public School has 1 permanent full time teacher and 1 permanent part time teacher who teaches 3 days per week. A temporary casual teacher teaches the other 2 days. Part time teachers cater for Science and Technology and Release from Face to Face teaching.

A School Administration Manager is employed for 3.5 days per week and a General Assistant for 1 day per week.

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

Significant Programs and Initiatives
- Approved new demountable library for 2009.
- New school uniform approved.
- Eisteddfod – students participated in Choir, Dance, Percussion and Verse Speaking, gaining places and commendations in all.
- Whole school Home Reading Program.

Student Achievement in 2008

Literacy – NAPLAN Year 3
All students in Year 3 have achieved at or above the minimum standard.

Numeracy – NAPLAN Year 3
All students in Year 3 have achieved at or above the minimum standard.

Messages

Principal's Message
Clergate Public School experienced substantial change this year with the retirement of Principal, Mr. Kevin Hope. Mr Hope’s outstanding contributions were acknowledged at a number of events with the school community wishing him a long, happy and healthy retirement.

A warm welcome was extended to me by the Clergate community and already a very positive and productive partnership continues to flourish as we work together to provide the very best quality education for all our students.

This report will provide members of the school community with an overview of the programs, activities and events the school has participated in throughout 2008. It also highlights student achievements in Literacy and Numeracy, and sets out targets for 2009 through the analysis of annual school evaluations.

At Clergate Public School our emphasis is on providing quality educational programs which meet the individual needs of all our learners.

Throughout the year we saw the introduction of a new school uniform, the removal of the weather shed and subsequent commitment from DET for a replacement library.

Our focus was also to involve the students in a broad range of community events which included ANZAC Day, Orange Runners Club Fun Day, competing in Eisteddfods and combining with Orange Small Schools in a range of initiatives.

Although school numbers have fallen in recent years our aim this year has been to enhance our school profile in the media and wider community. We anticipate a healthy enrolment of Kindergarten students in 2009 with the establishment of a playgroup and preschool early in the New Year.

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.

Susan Brotherton, Principal
P&C and/or School Council Message

2008 has seen many changes in our school. The leadership of both the school and the P&C changed, bringing new priorities and a renewed focus on our school as an integral part of the community.

We raised a considerable amount of money this year enabling the P&C to provide resources, new books for the library and new shade cloth to cover the playground equipment.

The P&C recommended and the community endorsed major changes to the school uniform to be introduced in 2009. Surveys were conducted and overwhelmingly supported the introduction of a woollen jumper and tie.

The P&C also focused on improving the school grounds to make them more interesting and appealing to students and the wider community.

The P&C held a number of raffles, hosted the Runners Club and organised the end of year Christmas party for families and friends.

In 2009 we will again focus on promoting the school to the wider community and support the establishment of a playgroup/preschool at Clergate Public School.

Terry Betts P&C President

We would like to wish the 2009 Student Representative Council good luck for next year.

Cameron Hallinan SRC President

Student Representative’s Message

This year has been an exciting one with members of the Student Council organising different activities for all students at the school.

These activities included 3 mufti out of uniform days which helped raise over $300 which was donated to Stewart House and The Sydney Children’s Hospital.

A school disco with Mullion Creek and Euchareena, BBQ’s and a special Wheels Day, co-ordinated by a Bike Safety Police Officer were also held throughout the year.

Cameron Hallinan 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

Our enrolment has been consistent all year with a total of 31 students being enrolled at the school.
Student Attendance Profile

The graph shows that attendance rates at Clergate Public School are above the region and state figures.

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 2008 Class Size Audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>6</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>7</td>
<td>20</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. Natalie Philpott – Teacher
Mrs. Cherylin Ronan – Temp Casual Teacher
Mrs. Maree Haigh-Cole – R.F.F and Library
Miss Eve Thompson - R.F.F

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>
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</table>

School Administration & Support Staff

We have part time School Administration Managers and a part time General Assistant. Individual classes are supported by a part time School Learning Support Officer.

Staff Retention

At Clergate in 2008 a new Principal and General Assistant were appointed. All other staff remained the same.

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>
</tbody>
</table>

Mrs. Del Thorne – Relieving School Admin Manager
Ms Kerrie Carr – School Admin Manager
Mrs. Kathryn Cannell – L.S.O.
Mr. David Greatbatch – General Assistant

The allocation of permanent staff is made according to NSW Department of Education and Training formula.
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>30/11/2008</th>
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</table>

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>59 880.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>43 009.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31 474.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8 398.64</td>
</tr>
<tr>
<td>Interest</td>
<td>3 729.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 220.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>147 711.82</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>22 019.56</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 476.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>1 076.42</td>
</tr>
<tr>
<td>Library</td>
<td>2 190.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>344.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40 991.47</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7 108.54</td>
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<tr>
<td>Administration &amp; office</td>
<td>19 085.54</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6 291.86</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4 044.02</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 204.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8 861.63</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>114 694.25</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>33 017.57</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 Financial Statement is tabled at the Annual General Meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2008

Creative Arts

- All students attended singing and choir lessons taught by a specialist music teacher from the Orange Regional Conservatorium of Music. Students performed at Eisteddfod level and received highly commended in Choir and 3rd in Verse Speaking. Students were taught Dance by a specialist teacher receiving a 2nd and a Highly Commended in Dance at the Orange Eisteddfod.
- K-2 students learnt percussion and gained 3rd in Percussion at the Eisteddfod.
- Regular fortnightly assemblies enabled students to demonstrate their creative arts skills, increasing self confidence and public performance skills.

Sport

We have endeavoured to include as many different games and skills in our sporting sessions as possible to cater for the many interests of the students. This year's program included netball, soccer, cross country, running, football, swimming, golf, athletics and hockey.

- All students participated in the Small Schools Swimming, Athletics and Cross Country Carnivals.
- 2 students represented at District Athletics Carnival.
- 2 students represented at District Swimming Carnival.
- 8 girls represented Clergate in the PSSA Netball Knockout Competition.
- All students participated in hockey and rugby skill days.
- All students participated in weekly learn to swim classes.
- All students participated in Bush to Beach Surf Life Saving skills day and a Go-Go Golf activity day.
• Students attended weekly Martial Art, Gymnastics and Multi Skill sessions at P.C.Y.C.

Excursions
Students in Years 3-6 had the opportunity to be involved in excursions to the Bathurst Goldfields, Art Gallery, Aboriginal Cultural Performance and Circus Splendida at the Civic Theatre. All students visited the Environmental Learning Facility in Orange.

Students visited Euchareena and Mullion Creek Public Schools and participated in a Tabloid Sports Day at Spring Hill Public School.

Five students travelled to Sydney to see the Schools Spectacular and enjoyed the experience of travelling with students from other schools.

All Year 6 students travelled to Sydney to the "Young Leaders Conference" at the Sydney Entertainment Centre.

Environmental Education
The school, as part of our Environment Education Program, encouraged student involvement in a number of worthwhile projects.

• K-2 students established a worm farm and all students participated in a recycling of waste program which included the establishment of a compost garden.

• Vegetable gardens were constructed with the help of parents and these will hopefully produce their first crop of vegetables in 2009.

• Students were involved in a playground beautification program with parent support at working bees. This resulted in a number of native gardens being established.

• Students also participated in “Clean up Australia Day”.

Citizenship
• Student Leaders led the school community in the Remembrance Day Commemorative Service.

• Students participated in the Orange ANZAC Day March.

• Student Leaders co-ordinated and ran fortnightly school assemblies.

• Student Leaders and the SRC held charity days to raise funds for Stewart House and Westmead Children’s Hospital.

Active After School Community Program
Significant funding from the Active After School Community Program has enabled the students to engage in many sports and activities including swimming, martial arts, dance and gymnastics. A multi skill session is held after school once a week when students enjoy games and a healthy afternoon tea.

Academic
In the National Assessment Program, the results across the Years 3, 5 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

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 3 Year 3 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.
Numeracy – NAPLAN Year 3

Only 3 Year 3 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.

Literacy – NAPLAN Year 5

Only 3 Year 5 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, 5, 7 and 9.

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</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>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>67</td>
</tr>
<tr>
<td>Writing</td>
<td>67</td>
</tr>
<tr>
<td>Spelling</td>
<td>67</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>67</td>
</tr>
</tbody>
</table>
Significant Programs and Initiatives

Library
Towards the end of 2008 the weather shed was demolished with a demountable library to be installed in 2009. This will enable the current “old library” to be renovated and used as a multi functional building to host play group, musical activities and community meetings.

Aboriginal Education
The school provides programs designed to improve the learning outcomes for Aboriginal students. We also ensure that all students learn about Aboriginal history, culture and contemporary Aboriginal Australia.

To celebrate NAIDOC Week all students studied specific aspects of the Aboriginal culture and one student participated in the Orange NAIDOC Week celebrations.

Multicultural Education
Students at Clergate Public School were exposed to, and able to learn from, a range of multicultural activities. They learn about other cultures in Human Society and Its Environment and develop an understanding of the differences and positive impact immigration is having on our society. Celebrations and special days from other cultures are acknowledged and valued.

Respect and Responsibility
A strong stand has been taken this year to reduce the incidences of bullying. Our focus has been on demonstrating tolerance towards others and building resilience in individuals.

Peer support and a buddies program encouraged co-operation and enabled the older students and leaders the opportunity to practise their leadership skills.

Clergate has a strong SRC who organised fundraising activities and donated over $250 to charities.

Progress on 2008 Targets

Target 1
To review current practices in the area of Learning and implement improvements as necessary.

Our achievements include:

- Involvement of parents as tutors to improve students fluency in Reading.
- School Learning Support Officer provided individual Reading tuition to 5 students.
- Regular daily use of computers and Interactive Whiteboards by staff and students increased engagement in learning.

Target 2
Improve reading K-6 by improving students ability to read independently.

Our achievements include:

- Provision of individual tuition to students who did not achieve at State mean in B.S.T in Reading.
- Increased benchmark levels for 100% of students.
- $3000.00 of Guided Reading and Home Reading resources purchased.
- Home Reading Scheme established.
- Jolly Phonics resources purchased.
- Reading Fluency Program implemented.
- Years 3 and 5 results were below state mean in Writing, Reading and Language and will be a target in 2009.

Target 3
To improve skills and knowledge in Mathematics K-6.

Our achievements include:

- Increased use of Interactive Whiteboard Technology and computer programs which led to higher levels of engagement of students.
- Basic Skills Test data analysed and reviewed. Measurement, Space and Geometry targeted and systematic teaching of concepts implemented.
- Workshops for parents conducted.
- Student’s results were below state average and will be a specific target for 2009.

Key Evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Culture and PD Health and PE.
Educational and Management Practice

Background
As part of the annual evaluation process the school reviewed the aspect of culture by surveying students, parents and staff. The DET “school map” tool was used to gather this data.

Findings and Conclusions - Parents
All stakeholders overwhelmingly agreed that there was a very positive culture in the school. 100% of parents agreed that the school almost always or usually agreed on the following:
- The students are the school’s main concern.
- They are proud of the school.
- The school supports new students and appreciates having them.
- The school encourages students to do their best and to learn.
- The school caters for the learning needs of all students and is continually finding ways to improve on what it does.

Future Directions
- Ensure all parents feel that praise and rewards are consistently provided.
- Encourage parents to provide increased support to school.

Findings and Conclusions – Teachers
100% of the staff almost always or usually agreed with the following:
- Meeting the needs of the students was main priority.
- They were proud of the school.
- The school encourages students to achieve their best.
- The school makes important changes to what it does.
15% of staff almost always thought the school recognised and celebrates achievements and felt the school is continually finding ways to improve what it does.

Future Directions
- The school will recognise and celebrate achievement in the “Wider Community”.
- Ensure the school community recognises, values and supports the contribution of new members to the culture of school.
- All school and student leaders have a positive influence on the school culture.

Findings and Conclusions - Students
Between 80% - 96% of students almost always or usually agreed with the following:
- School Leaders have a positive influence on school culture.
- Students are the school’s main concern.
- Students support what is happening in school.
- I am proud of my school.
- School encourages students to achieve their best.
- School encourages everyone to learn.
- School caters for the learning needs of all students.
- School is continually finding ways to improve.
- When necessary, the school makes important changes to what it does.
- 100% of students agreed new students are made to feel welcome.

Future Directions
- To ensure the school praises and rewards students who are successful.
- To assure students the school appreciates having them as students.

Curriculum

PD Health PE

Background
Emphasis has been on promoting active participation in a range of activities and raising awareness of a healthy lifestyle. Students have engaged in a variety of programs and after discussion with staff and as part of our cyclical
evaluation program it was decided to survey staff, parents and students to find out how they feel about PD Health PE.

Findings and Conclusions - Students

- Over 80% believed that it was important to be active and play sport.
- Over 80% enjoyed participating in games and sport.
- 64% of Stage 2/3 students thought their skills were improving.
- 72% of Stage 2/3 indicated they liked playing in a team sport and feel they co-operated.
- 64% of Stage 1 agreed they liked playing in a team, 7% were not sure and 29% disagreed.
- 27% of Stage 2/3 students agreed they knew how to keep and make friends.
- Best things about PDH/PE: Swimming and Sports
- Worst thing: Dance

Findings and Conclusions - Parents

15 families responded to the survey out of 24.
- All believed the school promoted a positive attitude towards health, PD and PE.
- 45% were not aware of the Drug Education and Child Protection Programs.
- 90% believed their child enjoyed PD Health PE.
- Over 50% disagreed or didn’t know if parents were encouraged to participate in the school PD Health PE program.
- 100% of families believed the school was adequately resourced.
- 90% believed the school encouraged their child to participate to their potential in a variety of learning experiences.

Future Directions

- Conduct workshops to raise awareness of PD programs.
- Encourage parents as helpers in PE/Sport.
- Regularly inform parents of student progress & achievements.

Findings and Conclusions - Staff

- All staff are familiar with the syllabus requirements and are implemented in each stage.
- All staff agreed that the PE, Health PE scope and sequence needed reviewing.
- School was well resourced and teaching learning cycle caters for a range of learners.
- Activities are challenging and promote self esteem, a sense of belonging and an active lifestyle.

Future Directions

- Staff agreed to review how we monitor progressive records of student achievement.
- Increase involvement of community in PDH/PE Program
- Inform community of aims of PDH/PE Program to raise awareness through workshops and newsletter.
- Incorporate a daily run/PE
- Scope and sequence incorporating fundamental skills and ongoing assessment

New School Uniform

Background

After researching and consulting with students, parents and staff the school community was surveyed to ascertain their views on changes to the uniform.

Early in 2008 the P&C moved to conduct a survey with the view of updating the current uniform. The results were overwhelmingly in favour of changes to the following for 2009:

Girls
- New summer tunic
- New winter tunic
- Woollen jumper
- Shirt & tie

Boys
- Woollen jumper
- Tie

Phased in 2009/2010

Sport
- Black shorts (girls)
- Track suit pants
- Fleecy zipped jumper
- Polo shirt
Other Evaluations

Parent, Student and Staff Satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school through a survey.
Their results are outlined below.

Parents
Strongly agreed or mostly agreed to the following:
• The school is committed to improve.
• The school provides a stimulating and challenging environment.
• School is a safe and secure environment.
• The teachers care about my child.
• Children get enough extra curricular opportunities.
• Parents feel welcome when they visit school.
• The mid year and yearly report provides adequate information as to how my child is progressing.

Students
Strongly agreed or mostly agreed to the following:
• I like school.
• I understand the school rules.
• I feel safe and secure at school.
• Work at school is interesting and achievable.
• Teachers care about me.
• School makes an effort to stop bullying.
• The best things about school are friends, computers & excursions.

Staff
Strongly agree or mostly agree that:
• They were proud of the school and enjoy working as a team.
• Staff felt supported by the school community.
• Students play co-operatively and are more confident to perform in public.

Professional Learning
Teacher Professional Learning funds are provided to assist with professional learning and leadership opportunities for staff. The schools Professional Learning Plan and School Management Plan were closely aligned so that professional learning activities assisted the school in meeting our 2008 targets.
Our training focus was on Literacy, Numeracy, use of Technology and Student Welfare.
Our staff attended:
• Smartboard Training
• Jolly Phonics
• Photostory Workshop
• Leadership conferences
• PE fundamental skills

School development 2009 – 2011

Targets for 2009

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 success will be measured by:
• NAPLAN results.
• Evidence of collegial planning.
• Professional learning

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 success will be measured by:
- NAPLAN results
- Collegial planning and assessing
- Increased engagement of students
- Professional learning

**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 evidence of success will be measured by:
- Staff professional learning.
- Application of skills in classrooms.
- Connected Classroom lesson linkups.
- Collegial planning.
- Student work samples.

**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 success will be measured by:
- Regular attendance of parents and community members at school events and functions.
- Website established.
- Playgroup/ preschool established.
- Information Workshops organised.

**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.

Susan Brotherton Principal
Natalie Philpott Teacher
Kerrie Carr Administration Manager
Terry Betts P&C President
Cameron Hallinan SRC President

**School Contact Information**
Clergate Public School
114 Gazzard Lane, Clergate NSW 2800
Ph: 02 6365 8256
Fax: 02 6365 8334
Email: clerigate-p.school@det.nsw.edu.au
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: