2010 Annual School Report
Clergate Public School

NSW Public Schools – Leading the way
Messages

Principal’s message
We have seen some major changes to our school this year. In Term 2 we began the highly successful Transition to Kindergarten Program one day per week for 19 excited pre-school students. Our new library/ Learning Centre arrived and along with the BER hall provided some much needed additional space for our students.

We have been fortunate in having Mrs Sutton as the K-2 casual teacher and look forward to Mrs Philpott resuming her position in the New Year. With our projected student numbers at 62, we are very confident of securing our third teacher for 2011.

One of the many highlights this year was the Small School’s Spectacular where every student got to perform in front of a very appreciative audience.

Once again a number of students achieved outstanding results across a range of activities including sporting, academic and cultural. This report gives us a brief snapshot of our successes in 2010.

I would like to conclude by thanking Mrs Learne Spicer for her outstanding contributions to the school and P&C over many years. She has worked tirelessly for the benefit of all students and it was a pleasure to name the playground equipment in her honour.

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.

Sue Brotherton

P&C message

2010 has been an interesting and successful year. Again we have seen substantial change in our school appearance and again a successful year in fundraising.

2010 saw the installation of the new playground equipment, thanks to the hardworking team who installed it. It looks great and the kids enjoy playing on it. The vegetable plot, compost heap and worm farm continue to be enjoyed by the kids and the addition of the chook house and chickens add to the flavour of ‘green’.

In 2010 we continued our participation in Active After School Community Activities, expanded our participation in the Eisteddfod and in music and art. This year saw the completion of some significant art projects that now adorn our school building adding to its charm. I accompanied the Year 3-6 students on an overnight excursion to Lake Burrendong State Recreation Area Camp where the kids enjoyed a number of activities.

We also received our new library building and as part of the BER, we got our multi function hall.

The P&C continues to support our children in many and varied ways from subsidising excursions and out of school learning experiences to hands on opportunities in school. This year we lose one of our stalwarts to high school. Our treasurer Learne Spicer will move on and we will miss her energy and drive in fundraising and organising our community get togethers. We thank her for her years of hard work to improve the school.

The P&C will maintain its community focus in 2011. With our major playground project completed we look forward to establishing and working towards new goals in 2011.

Terry Betts
President, Clergate P&C
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 school year with 47 students (25 girls and 22 boys). We concluded the year with 46 students (24 girls and 22 boys). No children identify as being Aboriginal and 2 students receive special needs funding.

We have 2 composite classes, K-2 and Years 3-6. Our projected enrolment for 2011 is expected to be 62.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K-YR2</td>
<td>K</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>K-YR2</td>
<td>1</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>K-YR2</td>
<td>2</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>YR3-6</td>
<td>3</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>YR3-6</td>
<td>4</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>YR3-6</td>
<td>5</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>YR3-6</td>
<td>6</td>
<td>4</td>
<td>22</td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular attendance at school is essential for students to maximize 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

Staff information

We have two part-time School Administration Managers and a part-time General Assistant. Both classes are supported by School Learning Support Officers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.68</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.921</td>
</tr>
<tr>
<td>Total</td>
<td>3.257</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Clergate Public has no staff who identify as Aboriginal.

**Staff retention**

Mrs Natalie Philpott is on Maternity Leave. Mrs Catherine Sutton is teaching K-2 for 2010.

**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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>54,688.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>51,155.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47,963.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>39,898.72</td>
</tr>
<tr>
<td>Interest</td>
<td>2,620.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,290.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>197,616.87</strong></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>13,174.40</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,268.09</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>10,707.05</td>
</tr>
<tr>
<td>Library</td>
<td>1,232.05</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,736.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57,094.74</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8,118.91</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>24,697.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7,473.46</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,115.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,037.24</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14,871.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>147,526.21</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** 50,090.66

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Arts**

The highlight this year undoubtedly was the Small School’s Spectacular where all our students performed songs and dances for capacity crowds at the Civic Theatre. Tarah Swadling was outstanding in her major...
role as Lucy and several of our students performed beautifully in the Small School’s Dance Ensemble.

- 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 gained highly commended at the Orange Eisteddfod.
- Students participated in the instrumental section and in the Small School’s Choir at the Orange Regional Conservatorium ‘School Speck’ concert.
- All students participated in dance lessons and were taught by a specialist dance teacher. Students gained second place at the Orange Eisteddfod.

- Students participated in art lessons with a specialist art teacher. Students gained first place at the Orange Show for their art exhibit.
- All students from K-6 participated in public speaking. Students in Years 3-6 entered the CWA Public Speaking Competition with 4 students travelling to Bathurst to represent Clergate.

- Successful swimming, athletics and cross country carnivals were held during the year.
- Two students were selected to represent at the Orange District Carnivals.
- K-2 students participated in a Tabloid Sports day at Spring Hill.
- One student selected in the OSSA boys soccer team

**Sport**

This year we entered a netball team in the state PSSA knockout competition. Whilst the girls lost their first round they were very pleased with their spirited performance and improvement.

Erin Turner was selected in the Western PSSA netball team.

- Weekly sports sessions this year involved skills based instruction in swimming, gymnastics, martial arts and cricket. Sessions were supported by AASC funds.

- Sport

Bike/Safety Day

Clergate held a bike and bus safety day. K-3 students entered the Mid West Regional Bicycle NSW Schools Program helmet design competition and Samantha Coppock (Year 6) was lucky to win a helmet and bike.

Pink/Purple Day

A pink and purple day was held to acknowledge road smart safety awareness and to remember all victims of road trauma. It was a hugely successful day highlighting the important reminder to Take Care, Be Aware and Save Lives.

Book Week /Old Peoples visit

A spectacular Book Week Parade and morning tea were held for our guests from the Uniting Care Ageing Day Care Therapy Centre and all the Clergate families. We were delighted to be able to have the students read to our guests.
Excursions

Student Leaders travelled to Sydney to The Young Leaders Conference.
Students participated in the Small Schools Science Day at different venues.
Student Leaders attended the Education Week launch at Bletchington Public School.
Years 3-6 attended an overnight excursion to Lake Burrendong Sport and Recreation Camp

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 these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Only 6 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.

Numeracy – NAPLAN Year 3

Only 6 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.

Literacy – NAPLAN Year 5

Only 8 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.

Numeracy – NAPLAN Year 5

Only 8 students sat the test. With this in mind due to privacy reasons, these results cannot be disclosed.
Average progress in grammar & punctuation between Year 3 and Year 5

Progress in numeracy

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 2010

<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 2010

<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>

Significant programs and initiatives

Aboriginal education
The school provides programs designed to improve the learning outcomes for aboriginal students and that ensures all students learn about Aboriginal history, culture and contemporary Aboriginal issues through Human Society and Its Environment. This year we celebrated NAIDOC week with a number of learning activities based around Aboriginal history, culture and prominent role models.

Multicultural education
This year for Harmony Day students from Spring Hill and Mullion Creek joined us at Clergate to acknowledge and celebrate our multi-cultural society with a special focus on all things African. Students made arts and crafts with an African theme and were entertained by Vandaba an African musician and Justice Crew, winners of Australia’s Got Talent.

Respect and responsibility
Values education plays an important role within our school.
Lessons were taught through the Personal Development and Health Curriculum. Our focus develops the following components: Getting Along, Organisation, Persistence, Confidence and Resilience. These components are vital for students to be successful learners.

**Connected learning**

Learning opportunities for students and teachers were enhanced with the installation of the Video Conferencing facilities. Two members of staff were trained in its application. Connected Classroom linkups in Science and Music increased the opportunities to share resources and expertise. Years 3-6 had specialist IT lessons which focused on further developing skills. A mobile trolley was purchased to enable easy access and storage of Notebook computers. Professional learning to increase teacher competency in IWB usage was conducted by the Connected Learning coach.

**Progress on 2010 targets**

**Target 1**

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

Our achievements include:

- All students achieved a growth rate in Reading and Writing above the region and state levels.
- All current staff trained and implementing Reading To Learn strategies in classrooms.
- Regular monitoring of all students’ reading progress indicated consistent improvement in fluency, comprehension and achievement.

**Target 2**

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

Our achievements include:

- All students achieved a growth rate in Numeracy above the region and state levels.
- Most students demonstrated an improved ability to use a variety of strategies both oral and written to solve problems. To achieve further improvement this will be a target again in 2011.
- Most students demonstrated an improved ability and confidence in using appropriate language to explain and solve problems.

**Target 3**

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

Our achievements include:

- Improved student engagement and increased skills through access to quality lessons using connected classroom technology.
- Two staff members trained and confident in using connected classroom technology.
- Partnerships with small schools strengthened through use of connected classroom technology.

**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 2010 our school carried out The following evaluations.

**Educational and management practice**

**Leadership**

**Background**

*Leadership was chosen for evaluation because of its importance in the education process and to the successful running of the school.*

To evaluate this area students, parents and teachers were surveyed. Less than 30% of surveys were returned by parents.

**Findings and conclusions**

Parents agreed that the school leader understands the school, almost always gets the best from staff and students, accepts responsibility for the quality of student learning outcomes and values the contribution of individuals and groups. Whilst there was a wide range of responses to each question a small number of parents felt that the following things could be improved.
**Future Directions**

- Greater involvement of groups within the school community in deciding what it is aiming to achieve.
- Increased communication to parents on ways to improve a child’s learning.

**Students**

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

- School leaders value contributions of individuals and groups.
- Leaders understand school and get the best from staff and Students.
- Leaders introduce changes that are good for students.
- Staff, parents and students are encouraged to take leadership roles at the school.

Over 70% of students almost always or usually found the following:

- Leaders talk to students about their work and find ways to help them improve.
- School is always looking for ways to improve what it does.
- School leaders are open to new ideas.
- School involves all groups within the school community in deciding what it is aiming to achieve.
- School leaders inspire and motivate.
- 20% of students surveyed indicated that they felt that the school only ‘sometimes’ ensures that everyone is treated fairly.
- 26% of students felt that leaders only sometimes discussed ways to improve their learning.

**Future directions**

- Leaders will review fair discipline and management policies to try and ensure all students feel they are treated fairly.
- Interviews and information sessions will be held more regularly to support parents and students in ways to improve learning.

**Curriculum**

**Creative and Practical Arts**

**Background**

We chose Creative and Practical Arts because it was due as part of our regular cycle but more importantly because of the emphasis we have placed on acquiring specialist staff to help increase the skills of our students in this KLA.

**Findings and Conclusions**

*Only a very small number of parents responded to this survey.*

- 90% of parents believed that CAPA is an important Key learning Area.
- 100% agreed their child’s ability in Visual Arts is developing.
- 80% agreed that their child’s ability in Music is developing.
- 90% agreed their child shows special interest in Visual Arts.
- 80% agreed their child shows special interest in Music.
- 20% indicated their child participates in extra – curricula music and dance activities outside school

**Future directions**

- Inclusion of more drama activities.
- More suitable dance experiences for boys such as Hip Hop.

**Students**

There were 43 students surveyed in 2 separate surveys.

**Visual Arts Survey**

<table>
<thead>
<tr>
<th>43 students surveyed</th>
<th>Nearly always</th>
<th>sometimes</th>
<th>Hardly ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like making things</td>
<td>24</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>I like talking about &amp; looking at other people’s art</td>
<td>20</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>I like trying things that are new and different</td>
<td>31</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
I like working in a group or with a partner & 22 & 16 & 5 
My classroom is an interesting place to learn & 23 & 27 & 3 
The school expects me to do my best & 41 & 2 & 0 
My teacher helps me & 17 & 15 & 1 
I am proud of my achievements & 35 & 8 & 0 
I keep my artworks to see how I've improved over time & 23 & 19 & 1 
I try to improve in my learning & 37 & 6 & 0 

- Students indicted favorite activities were drawing, painting and creating 3D sculptures

**Future Directions**
- All teachers to focus on strategies to make classrooms interesting places to learn.
- Enable students opportunities to create own individual tasks using own designs.

**Music Survey**

<table>
<thead>
<tr>
<th>43 students surveyed</th>
<th>Nearly Always</th>
<th>Sometimes</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to sing</td>
<td>16</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>I enjoy listening to different styles</td>
<td>20</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>I like to perform for an audience</td>
<td>24</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>I like playing instruments</td>
<td>28</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>My classroom is an interesting place to learn</td>
<td>27</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>My school expects me to do my best</td>
<td>39</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>My teacher</td>
<td>27</td>
<td>13</td>
<td>3</td>
</tr>
</tbody>
</table>

**Future Directions**
- Favorite activity was singing
- Least favorite was sitting/standing for long periods preparing for choir/eisteddfod

**Other evaluations**

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

One hundred percent of students, staff and parents indicated that they were satisfied with the school and its programs. An additional parent survey was conducted to ascertain their satisfaction in the following areas.

<table>
<thead>
<tr>
<th>Why did you select Clergate for your child?</th>
<th>Loved the help we got in changing schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Uniform is smarter</td>
</tr>
<tr>
<td></td>
<td>Everyone helpful &amp; friendly</td>
</tr>
<tr>
<td></td>
<td>It's a small school x 8</td>
</tr>
<tr>
<td></td>
<td>Close proximity X 5</td>
</tr>
<tr>
<td></td>
<td>Encouraging things heard about its future</td>
</tr>
<tr>
<td></td>
<td>Personal &amp; nurturing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you consider any other schools?</th>
<th>Yes 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No 20%</td>
</tr>
<tr>
<td>Names of schools were both private &amp; public</td>
<td></td>
</tr>
</tbody>
</table>
| Have your expectations been met? | 90% yes  
10% partly  
Recommend a strong “sun care Policy”  
Very proud to have our kids at Clergate  
Pride in uniform and strength it instills in students is fantastic.  
Emphasis on our multi- culture society.  
Teachers are great and very patient  
Love how personal and close school community is. | Need more  
Good variety available.  
Impressed with swimming program |
|---|---|---|
| Social programs | Getting together with other small schools is important. x 5  
Good ,great x 3 | |
| Have you been happy with the progress your child has made this year? | Yes, given we changed school I’m very happy  
Yes, my child is still struggling but support has been offered  
Progress has been in line with our expectations  
Yes x 7. | |
| What things have you liked about Clergate? | Class sizes x6  
School size X 5  
Teachers and access to them x 8  
Access to extra curricula activities  
Swimming x 4  
Bus service  
Classroom atmosphere  
Community support from parent  
Open minds  
Eisteddfod  
Leadership roles for senior students  
Problems are dealt with quickly & effectively | |
| Academic Programs | Would like more feedback on how I can help at home & areas that need improving  
Great, Good x 4 , Fine  
Novel & exciting learning methods that promote learning both in classroom & at home | How satisfied were you with the assessment portfolios and 2nd Semester reporting and interviewing process this year?  
Very Satisfied – 25%  
Satisfied – 85%  
Detailed informative report program. Teacher very precise, explained child’s progress clearly & in a friendly manner  
A quick note in the bag sometimes would be helpful in addressing any areas that need attention. |
| Cultural and extra curricula programs | Music seems to be high priority, I think sport should be  
Tends to take away from core learning at times particularly excursions  
Excellent  
Fine  
Very Good | How do you find members of staff including principal, teachers & office staff?  
Great miss seeing everyone now bus is running so I am glad to catch up at Little Learners on Wednesday  
Mrs Sutton Excellent teacher  
Great school Mrs Brotherton and office staff excellent  
Excellent always supportive and helpful  
Teachers particularly easy to talk to and invite feedback regularly  
Approachable, helpful & friendly  
Really great |
| Sporting Programs | Would love to see more variety now numbers are larger. X 3  
Great | A newsletter is distributed each week.  
Is it an effective way to communicate school events?  
Yes – 100 %  
Do you access it on the Clergate Website?  
Yes – 72%  
No – 28%  
Weekly – 100%  
Would also like to get it by email |
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. The total expenditure was $3736.15 which equates to $1147.12 per staff member.

Our training focus was on Reading To Learn, Best Start and Connected Learning Training. All staff members attended School Development Days.

Targets for 2011

Target 1
Increase the number of students in the top two bands for literacy in NAPLAN 2011

Strategies to achieve this target will include:

- Staff Training in NAPLAN Data analysis.
- All staff will train in “Focus on Reading”. This program takes all staff through all the components of teaching reading and provides a number of practical strategies to assist students.
- All staff to be familiarised with “Spelling Strategies that Work” document.
- Promote collegial sharing of programs and resources.
- Utilise Best Start data to inform quality literacy programs
- Provide opportunities for parents to participate in school based workshops for literacy.

Our success will be measured by:

- Improved data analysis skills of all staff.
- Increased ability of all staff to identify student needs.
- Improved data from NAPLAN with more students in proficient bands.
- Focus On Reading strategies incorporated into teaching learning programs.
- Explicit and systematic strategies implemented to teach spelling strategies.
- Best Start data collected, analysed and teaching programs modified.
- Students achieving regional benchmarks.

Target 2
Improved student outcomes in numeracy

Strategies to achieve this target will include:

- Train staff in Newman’s Error analysis.
- Data analysis workshop for all staff related to Working Mathematically items in NAPLAN.
- Data analysis to identify individual student needs.
- Conduct workshops to increase parent involvement and understanding of learning programs.

Our success will be measured by:

- Increased numbers of students achieving in the top two bands.
- Increased skill in problem solving for students.
- Best Start data analysed and used for planning programs for Kinder.
- Workshops conducted and parent involvement and knowledge of mathematic programs increased.

Target 3
Increase student technology skills.

Strategies to achieve this target will include:

- Staff trained in Connected Classroom learning applications including video conferencing.
- Focus will be on IWB usage and shared resources and lessons.
- Linkups with other small schools to increase opportunities for students and staff to use interactive technologies to enhance learning.
- Use digital cameras to enhance learning.

Our success will be measured by:
• Increased use of technology evident in all classrooms.
• Staff participated in Professional Learning activities.
• All staff and students participated in connected classroom linkups.
• Increased competency of students in digital camera use.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr