Clergate Public School
Annual School Report

2011
Our school at a glance

Students
The enrolment at Clergate Public School at the end of 2011 was 64 students.
The school comprises three classes:

- Kindergarten (19)
- Year 1/2 (19)
- Years 3/4/5/6 (26)

Staff
Staff in 2011 comprised:

**Teaching Staff**

- 1 teaching principal
- 2 classroom teachers
- 1 Release From Face to Face teacher and teacher librarian (2 days per week)

**School Administrative and Support Staff**

- 1 Administrative Manager - 5 days per week
- 1 School Administrative Officer - 1 day per week
- 3 School Learning Support Officers
- 1 General Assistant - 1 day per week

Significant programs and initiatives

During 2011 the school focused on a number of programs. These programs made learning relevant and helped increase student engagement. The programs included:

- Transition to Kindergarten (1 day per week all year)
- CWA Public Speaking
- Specialist Music, Dance and Gymnastic teachers
- Instrumental Music Program
- Better Buddies
- Teddy Bears Picnic fundraiser
- Premiers Sport Challenge
- Science Day
- Literacy/Numeracy Trivia Day
- Sustainability Workshops
- Nude Food Day

Student achievement in 2011

Students in Years 3 and 5, achieved higher than the National Minimum standard with the exception of 1 student in Writing and 1 student in spelling.

Messages

**Principal’s message**

With our rapidly increasing enrolments we were delighted to be able to form our third class this year and relocate the students into the new demountable building in Term 2. We were very fortunate to have Miss Chelsea Ostini as the 1/2 casual teacher for the year. Mr Neil Yeo was appointed as the new classroom teacher and will take up this position in 2012. Our student enrolments are expected to reach 83 in 2013 enabling the school to form a fourth class.

Once again a number of students achieved outstanding results across a range of activities including sporting, academic and cultural. This report gives a brief snapshot of our successes in 2011.

One of the many highlights this year was the P&C’s Trivia Nightmajor fundraiser. It was a huge success and enabled the school to purchase a white board and projector. I would like to conclude by thanking Mr. Terry Betts for his outstanding contributions to the school as outgoing President of the P&C.

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

2011 has been an exciting and successful year. This year we elected a new President, Treasurer and Secretary. We are very fortunate to have such a hard working P & C committee. Clergate P & C are continually looking for new ways to raise funds so they can contribute to provide the children of Clergate with the facilities they need for a safe, happy and fruitful education. Our major fundraising event for 2011 was the Trivia night held in June. Due to the amazing effort of the P & C fundraising committee it was a huge success and raised over $7000. Mrs. Brotherton and I attended a dinner at the Orange Ex Services Club to accept a donation of $1000 which was donated by the Orange Ex-Services’ Club Community Development Support Expenditure Program. That combined with the major success of the Trivia Night enabled the P & C to present a cheque to the school for $6120.50. This cheque went towards purchasing a Smartboard projector for the Year 1/2 classroom and provided two classrooms with new blinds. The P & C also approached Bunnings Warehouse and they donated blinds for the third classroom. The P & C continues to support our children with our regular annual fundraisers including Easter, Mothers & Fathers Day Raffles, Crazy Camel Calendars & Christmas Raffle & BBQ. In 2011 we also held a Family Portrait fundraiser and entered into the Coles Sport for Schools competition. The fundraising efforts of the P & C benefit all the students at Clergate in one way or another. We are extremely fortunate to have such committed parents who give so generously of their time to help and support all the children in our school.

Marlarka Sell
P & C President

This year we held Book Week Celebrations, Easter Hat Parade and cup cake days to raise funds for nominated charities. Our major SRC fundraisers included Mufti, Bandaged Bear and Pyjama Days. Donations were made to Westmead Children’s Hospital and Jeans for Genes. Each fortnight we had the responsibility of organising and leading the whole school assemblies which helped develop our public speaking skills and confidence. All in all 2011 was a very active year. The student leaders and SRC worked enthusiastically and had fun along the way.

Elsa Bates Gussoni
Tarah Swadling
Student leaders

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 65 students. We concluded the year with 64 students. No children identify as being Aboriginal and 2 students receive special needs funding. Our projected enrolment for 2013 is expected to be 83.

Student representative’s message

2011 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 placed a wreath to show our respect for those soldiers who served and died for our country.
Student attendance profile

The graph indicates attendance rates are above the region and state figures.

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

Primary class sizes are included in the Annual School Report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>KINDERGARTEN</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 1-2</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 1-2</td>
<td>2</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 3-6</td>
<td>3</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 3-6</td>
<td>4</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 3-6</td>
<td>5</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 3-6</td>
<td>6</td>
<td>8</td>
<td>26</td>
</tr>
</tbody>
</table>

Structure of classes

We have 3 composite classes, K/1, 1/2 and 3-6. Students receive tuition from specialist teachers in Music, PE, Dance, Computer Technology and Art.

The Support Teacher for Learning Assistance worked with targeted students to improve their literacy skills.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.0</td>
</tr>
<tr>
<td>Primary Part-Time teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Total</td>
<td>3.462</td>
</tr>
</tbody>
</table>

School Administrative and Support Staff

We have two part time Senior School Administrative Managers, one part time School Administrative Officer and a part time General Assistant. Two classes have been supported by School Learning Support Officers. At the time of writing this report Clergate Public has no Indigenous staff members working in the school.

Staff retention

Mrs Helen Ferris was appointed to the school at the beginning of 2011 as a classroom teacher. Mrs Ferris took leave in Term One and was replaced by Miss Chelsea Ostini for the year in a casual capacity. Mr Neil Yeo was appointed to the permanent position and will commence in 2012.

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>

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>Section</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>50,090.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>61,050.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50,118.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>44,873.03</td>
</tr>
<tr>
<td>Interest</td>
<td>2,251.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,286.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>209,669.79</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

- **Teaching & learning**
  - Key learning areas: 13,223.74
  - Excursions: 9,552.78
  - Extracurricular dissections: 22,435.46
- Library: 563.86
- Training & development: 851.22
- Tied funds: 55,045.34
- Casual relief teachers: 12,363.93
- Administration & office: 31,557.65
- School-operated canteen: 0.00
- Utilities: 8,981.59
- Maintenance: 14,652.58
- Trust accounts: 1,305.50
- Capital programs: 0.00

**Total expenditure**: 170,533.65

**Balance carried forward**: 39,136.14

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Achievements**

**Arts**

Our school values participation in all aspects of creative and performing arts. Visual Arts, music, speech, drama and dance form an integral part of our curriculum. We focus on participation in all activities, for all students regardless of expertise.

- Four students from each stage travelled to Dubbo to participate in the Operation Arts Workshops enabling them to experience and further develop a range of art techniques and skills.
- Metal Petals. All students contributed to the Clergate Garden Beautification Program. Students used a range of recycled paint tins, nuts bolts and objects, turning them into beautifully designed and painted flowers which are now displayed in our playground.
- Creative Arts Small School Day. All students participated and produced a wonderful array of wire sculptures, pottery, tie dyed clothing, leaf paintings, puppets, wall hangings and decorated rocks.
- All students participated in music lessons taught by a specialist music teacher from the Orange Regional Conservatorium of Music.
- Fifteen students performed in the Clergate 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.
- Clergate Dance Troupe gained Highly Commended at the Orange Eisteddfod and participated in the first annual Nai-Rock Eisteddfod.
• Students attended a performance by the St George Girls High School Band.
• 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.

**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.

• One student was selected to compete at District in Swimming.
• One student was selected to compete at District in Athletics.
• One student gained selection in the District Cross Country.
• Two students gained selection in the OSSA girls’ soccer team.
• One student gained selection in the Western Boys Soccer team.
• All students participated in the Premiers Sport challenge with 100% of students achieving gold and diamond awards.
• All students participated in Daily PE fitness activities on a rotational basis four mornings per week.
• Weekly sports sessions this year involved skills based instruction in swimming, gymnastics, martial arts, tennis and cricket. Sessions were supported by AASC funds.
• Six students and families represented Clergate in The Orange Running Festival.
• All students participated in The Surf to Beach Safety skills program.
• Special Days that students participated in were Touch Gala Day, 5- a-side Soccer, Olympic Day, K-2 Tabloid Sports Day and a Rugby League Clinic.

**Excursions**

Students participated in a number of excursions including the following:

• Years 1-6 Sydney Excursion
• K-2 Environmental Learning Facility
• School Spectacular
• Emily Eyefinger
• K-6 Science Day
• Sustainability Week Science Workshops

**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 Parade**

A spectacular Book Week Parade and Devonshire Morning Tea were held for our guests. Parents, grandparents and friends enjoyed the students
parading around as a favorite book character and afterwards were served beautiful scones, jam and cream with a cup of tea prepared and served by the students.

**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.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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

**Numeracy – NAPLAN Year 3**

Only 9 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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiative

Aboriginal education

This year we celebrated NAIDOC week with our Clergate Dance Troupe participating in Nai – Rock Eisteddfod and students marching in The NAIDOC street parade.

Aboriginal studies are integrated across curriculum areas and all students learn about Aboriginal history, culture and contemporary Aboriginal Australia. As a result, student’s understanding of Aboriginal culture has been enhanced and a deeper awareness developed.

Multicultural education

All students experience studies of other cultures as part of integrated teaching and learning programs to encourage attitudes of tolerance and respect for those different to themselves.

Students prepared and sampled food from different countries and shared the ways and reasons that different countries hold celebrations.

Respect and responsibility

Values education plays an important role within our school. Respect and responsibility are values that are continually reinforced in all areas of the school life.

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 Video Conferencing facilities. Unfortunately, a break-in resulted in excessive damage to the equipment and theft of the television. In Term Four Connected Classroom linkups in Narrative Writing with author Paul Stafford and Music increased the opportunities to share resources and expertise. Years 3-6 had specialist IT lessons which focused on further developing skills. Professional learning to increase teacher competency in IWB usage was conducted and teachers participated in on-line Professional Learning activities including Mathletics and Autism courses.

Progress on 2011 targets

Target 1

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

Our achievements have included:

- 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.

**Target 2**

**Improved student outcomes in numeracy**

Our achievements have included:

- Small increase in numbers of students achieving in the top two bands but this remains a focus for 2012.
- 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**

Our achievements have included:

- Increased use of technology evident in all classrooms.
- Staff participated in Professional Learning activities but more needs to be provided in 2012.
- Some staff and students participated in connected classroom linkups.
- Greater student engagement through connected classroom linkups.

**Key evaluations**

**Educational and management practice**

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 2011 our school carried out evaluations in Management of technology (infrastructure) within the school and the curriculum side of Technology.

**Technology Education**

We elected to evaluate Management of Technology within the school because of future planning and the purchase of new equipment. We needed to review our three year plan. Staff were surveyed to find out how comfortable they are with the direction we have taken and to gather input for future plans.

**Findings from the staff survey:**

**What frustrates you most about the infrastructure at Clergate?**

- Reliability of old classroom computers and old software
- Unable to print from all computers in every classroom - printers in rooms so we can access work straight away
- Screens need to be locked so icons and desktop items can't be moved.
- Lack of space and appropriate desks to arrange computers in room
- Not all programs are loaded on each computer i.e. Kidpix.
- The age of the computers make them unreliable. They freeze - this mainly applies to lap tops in senior room x 3
- Internet access - all classrooms need the internet connected and reliable.
- Software e.g. Microsoft is of different ages and versions in classroom so it’s harder to teach students how to use. x 2
- One computer in the staffroom is not enough at busy times.
- When some children can't log on to the internet. Always two or three computers that are down.
- Some computers are slow.
- Login /password for aides to access computer / internet.
- Some computers aren't set to print to staffroom photocopier.

**What resources/ priorities would you like to see purchased?**

- Link all computers to photocopier so no need to purchase more printers.
- Laptops good for space saving.
• A reliable system of technology that is manageable for all staff and students.
• Printers in each classroom would be a massive timesaver.
• A mobile set of computers be available for whole class IT lessons.
• Enough computers for students to have one each when researching or doing project work.

What have been the advantages and disadvantages of teaching using the Smart boards?

**Advantages:**
- Access to internet for all students
- Access to the same instruction for all students
- Small groups can work together
- Work can be prepared at home and transferred
- Provides more stimulating content
- Readily able to use internet resources
- Interactive opportunities for students
- Exciting way to learn especially for the visual learners
- Excellent resource opens up the world. Students are so switched on to learning because it engages them with up to date content. Great for discussions.
- Great for showing how things work i.e. how the heart works
- Helps behaviour because it engages the students
- Need to have good Professional Learning to get the best from smart boards

**Disadvantages**
- Notebook software still a bit of a mystery
- Lack of knowledge when things go wrong- troubleshooting

What concerns do you have in managing technology?

- Equipment hasn’t always been reliable – fuzzy smart board due to projector
- Access to same instructions for all students
- Only one student can take a turn at once
- Programs are expensive for a small school i.e. $760 for one program – not affordable for us
- Not always working so quickly need to change lesson
- Small children struggle to reach the board for interactive lessons
- Lack of knowledge in how things are to be looked after
- Malfunctioning technology
- Unable to solve problems that arise with computer tech and smart board
- Minimal training in its use – would like more
- Have difficulty keeping up to date with technology and have time to integrate this in everyday teaching
- Would like to see what other schools are doing

Is there anything else you would like to suggest or comment on in terms of managing technology?

- Time set aside each week for a coordinator to troubleshoot and fix ongoing technical problems or to provide support for staff to assist in solving problems
• Would really enjoy being taught how to use the smart board when time permits

**Future Directions**

• Training for all staff members in smart board use.
• Team to prioritise what technology to purchase
• Coordinator to have release day to tour schools for best practice ideas
• Fundraiser to purchase smart board and connections for new classroom in 2013

**Curriculum**
This section was to do with the actual teaching and learning incorporating technology and how students felt. We also asked for some background information from 24 senior students to see how many were using technology in their everyday lives.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you own an iPod?</td>
<td>Yes 61%</td>
</tr>
<tr>
<td></td>
<td>No 39%</td>
</tr>
<tr>
<td>Do you have a computer at home that you can use?</td>
<td>Yes 100%</td>
</tr>
<tr>
<td>Do you have a face book account of your own?</td>
<td>8%</td>
</tr>
<tr>
<td>How often do you use the following at home?</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>Everyday 8%</td>
</tr>
<tr>
<td></td>
<td>Sometimes 54%</td>
</tr>
<tr>
<td></td>
<td>Not at all 38%</td>
</tr>
<tr>
<td>Games</td>
<td>Everyday 17%</td>
</tr>
<tr>
<td></td>
<td>Sometimes 74%</td>
</tr>
<tr>
<td></td>
<td>Not at all 9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face book, Twitter or similar</td>
<td>Everyday 4%</td>
</tr>
<tr>
<td></td>
<td>Sometimes 22%</td>
</tr>
<tr>
<td></td>
<td>Not at all 74%</td>
</tr>
<tr>
<td>Word processing</td>
<td>Everyday 13%</td>
</tr>
<tr>
<td></td>
<td>Sometimes 61%</td>
</tr>
<tr>
<td></td>
<td>Not at all 26%</td>
</tr>
<tr>
<td>I-tunes</td>
<td>Everyday 13%</td>
</tr>
<tr>
<td></td>
<td>Sometimes 48%</td>
</tr>
<tr>
<td></td>
<td>Not at all 39%</td>
</tr>
<tr>
<td>How many times a week do you use the internet?</td>
<td>Everyday 26%</td>
</tr>
<tr>
<td></td>
<td>3-6 days 30%</td>
</tr>
<tr>
<td></td>
<td>1-2 days 35%</td>
</tr>
<tr>
<td></td>
<td>Not regularly 9%</td>
</tr>
<tr>
<td></td>
<td>or at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you rate your skills in the following?</td>
<td></td>
</tr>
<tr>
<td>Word processing</td>
<td>Excellent 26%</td>
</tr>
<tr>
<td></td>
<td>Very confident 66%</td>
</tr>
<tr>
<td></td>
<td>Confident 4%</td>
</tr>
<tr>
<td></td>
<td>Can’t do or 4%</td>
</tr>
<tr>
<td></td>
<td>do not use</td>
</tr>
<tr>
<td>Locating Information</td>
<td>Excellent 26%</td>
</tr>
<tr>
<td></td>
<td>Very confident 65%</td>
</tr>
<tr>
<td></td>
<td>Confident 26%</td>
</tr>
<tr>
<td></td>
<td>Can’t do or 26%</td>
</tr>
<tr>
<td></td>
<td>do not use 0%</td>
</tr>
<tr>
<td>E-mailing and attaching documents</td>
<td>Excellent 22%</td>
</tr>
<tr>
<td></td>
<td>Very confident 13%</td>
</tr>
<tr>
<td></td>
<td>Confident 17%</td>
</tr>
<tr>
<td></td>
<td>Can’t do or 17%</td>
</tr>
<tr>
<td></td>
<td>do not use 49%</td>
</tr>
<tr>
<td>Power point presentations</td>
<td>Excellent 61%</td>
</tr>
<tr>
<td></td>
<td>Very confident 22%</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Has the interactive whiteboard changed learning for you? If so how?</td>
<td>91%</td>
</tr>
<tr>
<td>With the connected classroom we can reach out to other schools etc. How have you found this?</td>
<td>Excellent 22%&lt;br&gt;Very Good 17%&lt;br&gt;Good 30%&lt;br&gt;Average 18%&lt;br&gt;Poor 13&lt;br&gt;*Hard to hear&lt;br&gt;*Hard to see&lt;br&gt;*Better VC’s eg wildlife, researcher, Antarctica</td>
</tr>
<tr>
<td>If you could improve something in technology what would it be?</td>
<td>*New laptops and computers&lt;br&gt;*New batteries for laptops&lt;br&gt;*Newer software&lt;br&gt;*iPads and iPods&lt;br&gt;*Better skill development&lt;br&gt;*video games for free time&lt;br&gt;*electronic board games better sound system</td>
</tr>
</tbody>
</table>

**Findings and conclusions**

It is obvious that our computers are getting old and this is presenting problems in terms of their speed and frequent freezes or breakdowns. Time taken to connect and access to a computer for all so every child can work independently are also concerns to be considered.

The skill level of students is still an area for improvement and time would appear to be an issue when it comes to teaching the actual computer skills.

It was pleasing to see every child had access to a computer and that the majority of students had access to the internet.

The installation of the smart boards has been popular with both teachers and students all agreeing that it has made teaching and learning more fun and engaging.

**Other evaluations**

Clergate Swimming Attire Survey

Parents responded to the survey in a very positive way. As from 2012 Clergate will now have their own swimming attire as part of the school uniform. Parents were informed that this would be an optional purchase.

**Parent, student, and teacher satisfaction**

In 2011 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 or very satisfied with the school and its programs. An additional parent survey was conducted to ascertain their satisfaction in the following areas.

**Parent Satisfaction Survey**

Responses are presented below.
| Why did you select Clergate for your child? | *Everyone helpful & friendly  
*Small class sizes x4  
*Less bullying and behaviour issues x2  
*Followed sibling  
*It's a small school x 6  
*Location X3 (lovely environment)  
*Friends recommended it,  
*Heard good things x3  
*Received letter drops, saw advert x 2  
*Individual educational needs met x2  
*Close to home X5  
*Could see improvements and progress  |
|---|---|
| Did you consider any other schools? | Yes 60%  
No 40 %  
*Names of schools considered were Public Schools  |
| Have your expectations been met? | 80% yes  
20% partly  
*Our son has been encouraged as an individual  
*Love the teachers  
*Like the encouragement of healthy lifestyle  
*My children have no learning issues  
*Regular interviews with teachers is great  
*Absolutely  
*Combined classes 3-6 is too much mixing and does not allow a proper senior environment for 5/6.  |
| What things have you liked about Clergate? | *Class sizes x6  
*Small School size X 7  
*Closer interaction between student and teacher x 2  
*lovely ambiance  
*great staff x 5  
*Fantastic teachers which is vital as kids will have them for multiple years  
*Teachers and access to them x 4  
*Willingness to communicate with *parents able to discuss ideas, programs and progress.  
*All teachers know my child’s name, my name and my husbands.  
*Swimming x 2  
*Interaction with older students  
*All students of all ages support and play with each other  
*Diversity of school programs on offer  
*Bus service  
*Friendly and personal touch  
*Transition – We loved it and look forward to it next year for our daughter  
*Interest in children’s special needs, interests, peculiarities  
*other kids are friendly  
*Love the chooks and the veggie patch  |
| Comments on Academic Programs | *Happy with them  
*Good  
*Not sure if our son has been extended but he has enjoyed school & learned a lot. Our son does resist extension work.  
*Excellent  
*Quite satisfactory  
*No issues  
*For a small school great academic programs to meet strengths & weaknesses  |
| Comments on Cultural and extracurricular programs | * Should be more focus in this area  
* For senior years transition to private High School was not appropriate.  
* Good structure and appropriate |
| Comments on Sporting Programs | * Sometimes appears some children chosen to attend with little info for parents prior (my child feels this way too.)  
* Great – really try hard with limited resources  
* Should have less time spent on these areas  
* Wide variety of sporting activities for my child to try. Swimming, tennis, gymnastics x2  
* Love Active After School Community – Gemma does a great job  
* Great programs x2  
* My girls have attended & enjoyed art excursions, eisteddfod & CWA Public Speaking  
* Our son loves these  
* Good although transport can be an issue |
| Have you been happy with the progress your child has made this year? | *Some social opportunities have been great, very happy x5  
* enough  
* No issues. I think it’s great that they participate in ANZAC Day |
| Social programs | *Happy with all  
* Good variety x4  
* There is nowhere enough sport put into the school  
* Excellent- Even when we have no/little chance of winning its still great to participate  
* I would like to see K-2 participate in the swimming carnival  
* I like the fact my child gets to meet other kids from small schools. very happy  
* A little too much at times  
* Love the swimming – really important in a child’s development |
| How satisfied were you with the assessment portfolios and 2nd Semester reporting and interviewing process this year? | *Very Happy. Very impressed with Kinder teachers that teach so well. Progress made has been wonderful  
* Yes x7  
* child is doing well  
* No – Son has no computers or Smart Board in classroom. Not good enough. Daughter still behind in work  
* Definitely- I really can’t believe the difference in social & emotional progress. My child has come out of his shell. Reading Writing, Spelling I think are all going fantastic  
* Always room for improvement  
* Better in 5 than 6- have concerns how ready she is for high school- Not enough focus on ‘senior’ & still very childlike.  
* Yes considering the different teachers |
| How do you find members of staff including principal, teachers & office staff? | Very Satisfied – 60%  
Satisfied – 40%  
* Good to have such a detailed informative report  
* Nice to see where he is at & what’s happening in the classroom  
* Would have liked to have seen more work assessments in preparation for High School |
| Social programs | *Getting together with other small schools is important. x 5  
* Very approachable, encouraging, caring helpful & happy x7  
* Fine  
* Current staff are fine. Some over the years have been less than helpful (Doesn’t include K.K. She is always great.)  
* Approachable & willing to listen to concerns. Encouraging & supportive |
* All fantastic- x3 Happy to help with queries. A big pat on the back for Mrs. Philpott
* Good all very friendly & nice.
X2 Sometimes Principal might tell the girls (mothers) what they want to hear and see.
*All do a great job
* No problems

A newsletter is distributed each week.
Is it an effective way to communicate school events?

Do you access it on the Clergate Website?

Would you prefer weekly or fortnightly?

Yes – 100% responded that it is an effective way to communicate

Yes – 60% access on Clergate Website
No – 40% do not

Weekly – 93%
Fortnightly – 7%

Newsletter Improvement Comments
*Email rather than web access
*Possibly more notice on excursions & payments & payment on net x2
*Nothing. I get everything I need out of it.
*Easy to read & not too long
*nothing
*Photo page of general stuff, sport, art, kids playing- maybe once a month

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. The total expenditure was $4274.62 which equates to $534.33 per person.

Our training focus was on reading with the ‘Focus On Reading’ program and this will continue to into 2012.

The majority of funding was spent on course fees, teacher relief and a small amount on teaching resources.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy
Outcome for 2012–2014
Student progress toward achievement of outcomes in Literacy to be enhanced through targeted teacher professional learning opportunities, parent participation and student engagement

2012 Targets to achieve this outcome include:

- Increase the number of students who achieve in the top level of the NAPLAN writing rubric from 2 out of 9 (2011) to 5 out of 11(2012)
- Using Best Start Data raise the number of students in Kindergarten showing growth of at least two levels in all aspects of Literacy
- Increase the number of adult reading partners assisting with school’s reading program from 3 in 2011 to 6 in 2012
- Increase the number of students regularly participating in the home reading scheme from 31 out of 60 in 2011 to 45 out of 71 in 2012.
Strategies to achieve these targets include:
Staff undertake training in the use of NAPLAN data (SMART) to inform planning for teaching and learning in Persuasive Text Writing
Staff PL training to analyse and develop text type rubrics
Collaboratively develop criteria for each text type
Collaboratively analyse work samples in school and across small schools
To develop consistency of judgment
Students participate in targeted writing workshops using ICT - author Paul Stafford
Staff to access TPL based on priority areas identified through TARS process
TPL in Reading To Learn strategies to up skill staff
Best Start Data analysed
Utilise Literacy Consultant via VC or ES1 teacher to demonstrate to parents how to read to their child
Increase number of books read by students encouraging participation in Premiers Reading Challenge

School priority 2

Numeracy
Outcome for 2012–2014
Student progress toward achievement of outcomes in Numeracy to be enhanced through targeted professional learning opportunities for teachers and parents in the Working Mathematically Strand.

2012 Targets to achieve this outcome include:
• Increase number of students achieving in the top two levels of the NAPLAN numeracy rubric in Year 3 from 2 (out of 9) in 2011 to 2 (out of 7) in 2012.
• Using Best Start Data raise the number of students in Kindergarten showing growth of at least two levels in all aspects of Numeracy
• Increase the number of adult reading partners assisting with school’s Numeracy program to 2.

• To provide opportunities to extend targeted students in numeracy

Strategies to achieve these targets include:
• Regular TPL in Mathematics K-6
• Modelling, planning and analysing data
• Utilise maths consultant to develop understanding of numeracy continuum for all stages
• Stages work collaboratively to develop focussed program using working mathematically data, Mathletics program, BOS syllabus and teaching framework
• Staff to access TPL based on priority areas identified through TARS process
• Evaluate existing resources and identify needs for school
• Provide opportunities for ES1 teacher to assess and monitor Best Start Data
• Provide parent/carer workshops in Numeracy to support understanding of outcomes and how to support students at home in Numeracy homework
• Explicit enrichment focus for targeted students TPL in differentiating curriculum focus

School priority 3

Connected Learning
Outcome for 2012–2014
To increase the capacity of staff, students and community members in the effective use of ICT to enhance student learning outcomes and school community

2012 Targets to achieve this outcome include:
• Increase the use of Connected Classroom to 100% in 2012
• To increase to 100% of students taught explicitly how to be a responsible and safe cyber citizens
• Expand knowledge and improve communication for School Community
• Small schools network to plan for the implementation of the Australian curriculum
Strategies to achieve these targets include:

- Computer technology co-ordinator role created to facilitate professional learning focussed on effective integration of IT into classroom practice.
- Second set of classroom laptops/notepads purchased
- All staff trained in ICT and Connected classrooms and their applications for collaborative teaching
- Staff identify opportunities to use ICT across KLA's
- Teachers will support students to access and build their capacity to use ICT
- Staff to access TPL based on priority areas identified through TARS process
- Develop and implement a K-6 program for promoting cyber safe ICT workshops for parents/community members
- Survey the use of School Website and investigate Facebook, Twitter as means of increasing/improving communication
- Small schools network to use ICT to enhance programs

About this report

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

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