2010 Annual School Report
Clovelly Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Clovelly Public School is proud of its reputation as a caring community school. Our school motto is Aim High and we encourage our students to aspire to do this in all their endeavours. The students form the central focus of all that is planned in teaching and learning. They demonstrate our core values as set out by our staff and community.

Staff
Clovelly Public School staff members are committed to ensuring that each child reaches his/her potential. Staff members work within a stage team and collaboratively plan programs to suit the needs of students by capitalizing on expertise within and outside the school community. Our staff forms a learning group of professional and dedicated people.

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

Significant programs and initiatives
A focus on Aboriginal Education saw a number of students involved in programs and initiatives that supported their development in literacy, numeracy and visual arts.

Multicultural education was supported by a before school languages program and students from Clovelly travelling to Noumea for the annual cultural exchange. Italian is taught in all classes 2-6.

Students develop respect and responsibility across a range of endeavours. Core Values underpin all activities at Clovelly and are a regular focus at assemblies.

Environmental sustainability has begun to be the focus of the school and will become a significant target for 2011 and beyond.

The Band and Sport programs at Clovelly highlight the degree to which meaningful engagement is regarded by students, staff and the community.

The transition to school program for students entering Kindergarten has been strengthened by a significant number of opportunities for both students and carers in the lead up to school.

Student achievement in 2010

In 2010 92 Year 3 students, 47 boys and 45 girls sat for the National Assessment Program [NAPLAN] in Literacy and Numeracy. In reading, 78% of students were in the top three bands. In writing, 92% of students were in the top three bands. In spelling 84% of students were in the top three bands and with grammar and punctuation 87% of students were in the top three bands.

In Literacy 83% of students were in the top three bands. In Data, Measurement, Space and Geometry 81% of students were in the top three bands and in Number, Patterns and Algebra 77% was in the top three bands.

In 2010, 52 Year 5 students, 17 boys and 35 girls sat for the National Assessment Program [NAPLAN in Literacy and Numeracy. Student results in all aspects of Literacy were above state and regional levels. In reading 78% of students were in the top three bands. In writing 77% of students were in the top three bands. In spelling 79% of students were in the top three bands and in grammar and punctuation 75% of students were in the top three bands.

In Numeracy 73% of students were in the top three bands. In Data, Measurement, Space and Geometry 70% of students were in the top three bands and in Number, Patterns and Algebra 70% of students were in the top three bands. Student results in all aspects of Numeracy were above state and regional levels.

Messages

Principal’s message
At Clovelly Public School we work together to support one another to provide quality education, encourage lifelong learning and build positive relationships in a friendly, caring and inclusive environment.

Clovelly Public School has a well established profile within the community as a school that offers its students a wide range of learning opportunities across a broad spectrum of key learning areas.

2010 represents the second of a 3 year plan that identifies targets of literacy, numeracy, student welfare and technology. These underpin our core business and examples of our achievements.
reflect the dedication and commitment of students, staff, parents and carers.

There is a high level of parent and community participation in the school with a large band of volunteers whose willing assistance greatly enhances the opportunities available to the students. I thank the staff, parents and carers, community members and the students for their support of each other and the contributions made to Clovelly Public School.

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.

**John Dowd**

**Relieving Principal**

**P&C and/or School Council message**

2010 was a great year for the Clovelly Public School community.

We streamlined our fundraising committees and got our new team up and running.

The parents and teachers established funding priorities for the school and delivered on our promises. In 2010 our P&C funded:

- Two literacy support teachers, literacy support material for all 3 stages, sports equipment, Lego Technics, student trophies, 14 new computers and cabling for the library, new playground seating, new barbeques for the school, a new notice board, a cover on Mia’s area and the schools inaugural ‘Handy Book’;

- Our fundraising team organised events for Mother’s Day, Father’s Day, a Shrek movie day, Fantastic Mr Fox evening, cake stalls, an Election Day sausage sizzle and a sunscreen drive. These events all helped fund school improvements. During 2010 we outsourced our uniform shop and initiated school banking within the school.

- Our first class band program is available for years three to six and is very popular.

- We have also been busy planning the transformation of the Clovelly Public School’s grounds with some fabulous landscaping plans: including vegetable gardens, outdoor seating, outdoor classroom spaces and an edible native garden.

- We also got ethic classes up and running for years five and six, overcoming the short notice with lots of enthusiasm.

- After much lobbying by the school and the P&C we finally got our new fence and we are still lobbying the government to remove unflued heaters from all of our classrooms.

- A big thank you to everyone who has contributed to this huge effort.

- We look forward to continuing to support the teaching staff to Aim High and make Clovelly Public School the best.

**Merran Lang**

**President**

**Student representative’s message**

I was chosen to be school captain in 2010 with Latham James as my fellow leader. As a guide to my leadership I tried to “know the way, show the way and go the way” as I was inspired by this quote. The ways through which I tried to follow this leadership philosophy was by guiding the rest of the school through things like uniform choices and behavior not only as school captain but as a year six leader.

As school captain I enjoyed the responsibility of the position and the respect that was given to me by my peers and teachers. I gained a lot of confidence in myself and with my public speaking as I was often required to lead the assemblies, write and perform the odd speech and hold an occasional school service similar to the Anzac and Remembrance Day services I had attended as the school representative.
I was very proud to be able to represent and do something for my school and so I was fully committed to whatever I was asked to do because the more you put in, the more you get out and I wanted to put in my best effort for my school so that it would continue to have the great reputation it deserves.

Looking back I’m glad that I was chosen as School Captain because I was able to experience so much more than I would have if I had not. Just the little things like getting to know everyone better because they knew you, helping out the younger kids and even taking important people like Malcolm Turnbull around the school gave me the chance to show how proud I was of my school, Clovelly Public School.

Maggie Digby
School Captain 2010

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

Student attendance profile
Management of non-attendance

Student attendance is regularly monitored throughout the year by classroom teachers and executive staff. Should any student’s attendance cause concern, the school will contact the family to develop strategies to support the student to attend school regularly. This may include the assistance of the Home-School Liaison Officer and the School Counsellor.

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 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>
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<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>29</td>
<td>29</td>
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</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Structure of classes

Classes at Clovelly Public School are parallel. Staff members consider friendships, special needs and ability when placing students. In 2010 there was one multi-age class.

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>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>18.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.008</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0.525</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.962</td>
</tr>
<tr>
<td>Total</td>
<td>32.195</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010 no staff member was from an indigenous background.

Staff retention

The proportion of teaching staff retained in 2010 was the same as 2009. At the end of 2009 an Assistant Principal position was made vacant due to retirement. A classroom teacher from within the school was successful in gaining the position of Assistant Principal through merit selection. The vacant classroom teaching position created by the promotion was filled by an external applicant who was appointed in Term 1. At the end of Term 2 a classroom teacher gained a service transfer being replaced with temporary appointments until the end of 2010.
Teacher qualifications

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>76</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>24</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.

Date of financial summary: 30/11/2010

Income

- Balance brought forward: $66,254.88
- Global funds: $279,217.98
- Tied funds: $119,774.69
- School & community sources: $329,887.52
- Interest: $0.00
- Trust receipts: $4,535.00
- Canteen: $18,385.73
- Total income: $818,055.80

Expenditure

- Teaching & learning
  - Key learning areas: $129,830.70
  - Excursions: $71,489.23
  - Extracurricular dissections: $146,481.82
- Library: $317.00
- Training & development: $35,940.91
- Tied funds: $113,873.37
- Casual relief teachers: $61,679.91
- Administration & office: $83,723.05
- School-operated canteen: $0.00
- Utilities: $51,836.34
- Maintenance: $22,493.53
- Trust accounts: $18,480.94
- Capital programs: $8,494.31
- Total expenditure: $744,641.11
- Balance carried forward: $73,414.69

A full copy of the school’s 2010 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 2010

Achievements

Arts

There is an extensive extra-curricular band program coordinated by the Friends of the Band, a parent sub-committee of the Clovelly Public School Parents and Citizens Association. The groups include a Year 3 training band, Year 4, Year 5 Intermediate, Year 6 Senior and a Stage Band.

The Band Program has been very successful in terms of recruitment and retention. In 2010 40% of the student population was a member of a band.

All bands participated in the NSW State Band Competition with the Senior Band receiving a Gold Medal for their performance.

The Senior Band performed at four primary schools on the NSW North Coast during the annual Senior Band Tour in Term 3. The band was accompanied by the Deputy Principal, a class teacher, two parents and the Band Director. This event is highly regarded by students, parents and staff.

A choir consisting of students in Years 5 and 6 met once a week for three terms. The choir performed at school events and participated in a local choral festival.

Sport

Students K-2 participated in a range of fitness and fundamental movement skill development programs. Kindergarten students were involved in regular fitness activities weekly for 4 terms. Year 2 students participated in a skipping program on a regular basis and the purchase of new sporting equipment saw increased physical activity across K-2 classes.

Students in Years 3 to 6 entered into a wide range of sports including weekly PSSA cricket, softball, soccer [girls and boys], Rugby League, Netball, Oz Tag and AFL competitions.

Students participated in annual swimming, cross country and athletics carnivals. A number of students qualified for state carnivals including Eloise Hall for Basketball and Athletics, Ella Friend...
for water polo, Tyzac Bailey for Rugby League and the Junior Girls Relay in swimming.

Teams were also entered into the Sydney Roosters Rugby League Knockout, AFL Paul Kelly Cup, NSW Cricket Milo Cup [girls and boys], Futsal Indoor Soccer [girls and boys], Randwick Rugby Gala Days, Sydney Roosters 8-a-side Rugby League competition and OZ Tag gala Days.

The Clovelly Girls AFL team was successful at District and Regional levels and was runner up at the Paul Kelly State Final in the inaugural running of the event for 2010.

The Clovelly 7-a-side Rugby League team won their district and Regional Finals and played at the State Carnival during Term 3 2010.

Students K-6 participated in a ten week dance sport fitness program. Year 2 participated in the Sydney East Special Swimming Scheme. This year Clovelly Public School students also participated in the Premier’s Sporting Challenge.

**University Competitions.**

In the University of New South Wales International Competitions and Assessments for Schools achievements have included

Science: 1 high distinction, 18 distinctions, 38 credits and 63 certificates of participation.

Mathematics: 1 high distinction, 12 distinctions, 45 credits and 77 certificates of participation.

English: 2 high distinctions, 15 distinctions, 51 credits and 78 certificates of participation.

Mind Marathon

12 Year 5 and 6 boys participated in a Mind marathon at East Hills Boy’s High School. Teams were placed 4th and 9th.

** Debating and Public Speaking.**

Students from Years 5 and 6 were involved in debating at district, regional and state levels. At district level 95% of the debates contested by Clovelly Year 6 students were won by them.

7 debates were won at regional level that resulted in a place in the final where the team was runner up.

At the state level 7 debates were won which led to the team reaching the final but narrowly defeated.

All students in Years 5 and 6 were involved in the debating program throughout the year.

A Year 4 student Finn Koslowski was successful in reaching the final of the Years 3&4 Multicultural Perspectives Speaking Competition.

**Gifted and Talented Programs.**

The Gifted and Talented [GateWAYS] program was again undertaken in 2010. The program included robotics, Lego Technics and science linked to the class program. 180 students from Stage 2 were involved in the program.

Two teams of students competed in the Robocup Junior competition at UNSW.

In term 4 Stage 3 students identified as gifted and talented in writing participated in a series of workshops. 20 Year 6 students worked with author Libby Hathorn focusing on creativity. Year 5 students worked with local performance poet and storyteller, Tony Peacock.

Two teams of students from Years 1 to 5 were involved in Tournament of the Minds at Sydney Girls’ High. Students met regularly throughout the year as part of a Creative Thinkers group and were prepared for the tournament by two staff mentors.

**Environmental Education.**

A committee was established to begin overseeing the planning for the school environmental management plan [SEMP]. This will be a focus in 2011.

Initial audit of playground space by teacher/parent group identified areas for planting that was undertaken by a working party.

Purchase of galvanized tubs for the creation of an edible garden that has been maintained by students from 2 classes involved in the health and wellbeing program ‘Clever Kids.’

Development of proposal for planting of the school site displayed at school for staff/community/student feedback.

Parents, carers and students purchased and planted over 100 shrubs, small trees and ferns.

Replacement of student seating around planter boxes planned and costed.

Edible native garden and outdoor learning space planned.
Academic

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

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

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

In 2010 92 Year 3 students, 47 boys and 45 girls sat for the National Assessment Program [NAPLAN] in Literacy. The literacy tests consisted of three aspects: reading, writing and language conventions. In reading, 78% of students were in the top three bands. In writing, 92% of students were in the top three bands. In spelling 84% of students were in the top three bands and with grammar and punctuation 87% of students were in the top three bands.
Numeracy – NAPLAN Year 3

In 2010 92 Year 3 students, 47 boys and 45 girls sat for the National Assessment Program [NAPLAN] in Numeracy. The numeracy tests consisted of two aspects: Data, Measurement, Space and Geometry and Number, Patterns and Algebra.

In Numeracy 83% of students were in the top three bands. In Data, Measurement, Space and Geometry 81% of students were in the top three bands and in Number, Patterns and Algebra 77% was in the top three bands.

Literacy – NAPLAN Year 5

In 2010, 52 Year 5 students, 17 boys and 35 girls sat for the National Assessment Program [NAPLAN in Literacy. The tests consisted of three aspects: reading, writing and language conventions. Student results in all aspects of Literacy were above state and regional levels. In reading 78% of students were in the top three bands. In writing 77% of students were in the top three bands. In spelling 79% of students were in the top three bands and in grammar and punctuation 75% of students were in the top three bands.
Progress in literacy

For matched students the average growth in reading was 92.8 points. The state average was 83.8. In writing the average growth was 74.8 whereas state average was 66.8. In spelling the school average was 98.3 and the state average was 82.6. In grammar and punctuation the school average was 82.3 whereas the state average was 95.4.

Numeracy – NAPLAN Year 5

In 2010 52 Year 5 students, 17 boys and 35 girls sat for the National Assessment Program [NAPLAN] in Numeracy. The numeracy tests consisted of two aspects – Data, Measurement, Space and Geometry and Number, Patterns and Algebra.

In Numeracy 73% of students were in the top three bands. In Data, Measurement, Space and Geometry 70% of students were in the top three bands and in Number, Patterns and Algebra 70% of students were in the top three bands. Student results in all aspects of Numeracy were above state and regional levels.
Progress in numeracy
For matched students the average growth in numeracy was 96.4 points and the state average was 89.1.

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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99</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>96</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The implementation of strategies to improve the delivery of Aboriginal Education in the K-6 curriculum is a high priority at Clovelly Public School.

Our outcomes have included:

- Acknowledgement of Country at all school assemblies, major parent meetings and school events.
- Integration of Aboriginal perspectives into classroom teaching and learning programs.
• Use of specific funding to target those indigenous students who performed below the minimum standard in National Assessment Program.

• Aboriginal student from the school a recipient of a Deadly Kids Award and attendance with two members of student’s family

• Two students attended Aboriginal Education Numeracy Enrichment Workshops for 5 days in Term 3 2010.

• Two students from Stage 3 who are talented in Visual Arts attended 3 workshops based at the Art Gallery of N.S.W over 3 weeks in Term 2 2010.

• Footprints of all students traced, cut and displayed to signify 10th anniversary of Bridge Walks for Reconciliation.

• 5 Kindergarten classes and their Stage 3 buddy classes collaborated in traditional indigenous games while exploring aspects of both traditional and contemporary Aboriginal culture.

**Multicultural education**

Outcomes include:

• An English as a Second Language [ESL] teacher provides support for Phase One and Phase Two students for the equivalent of one day per week.

• The before school languages program is coordinated by a sub-committee of Clovelly Public School P&C Association members, providing tutors in French, Hebrew and Spanish.

• In 2010 students from Clovelly Public School travelled to Noumea for the 10th annual Clovelly-Noumea cultural exchange.

• Italian is taught in all classes 2-6 through the Co As It Language Insertion Program as part of the weekly timetable.

• Multicultural perspectives are included in all teaching and learning programs.

**Respect and responsibility**

Our school community works together to build safe, supportive, respectful and inclusive environments for every one of its members, while empowering students to be active in the pursuit of justice. Our core values are the foundations of our planning and programs. They serve to empower students to operate effectively in a democratic society. It is expected that the core values are modeled by parents, carers and staff.

We discuss issues at assemblies, at meetings, in the playground, in the classroom and at home.

The Core Values for Clovelly Public School are

• Valuing learning
• Valuing self and others
• Valuing our school
• Striving to reach a personal best
• Being an effective team member
• Being a clear and effective communicator
• Being an effective decision maker

Each week the school focuses on a core value which is discussed at assemblies and in the classrooms. Students who stand out as role models are nominated by teachers to receive a core value award. At the end of each term, two students in each class are selected to receive a Core Value Trophy.

**Progress on 2010 targets**

**Target 1**

To improve student outcomes in writing with a focus on spelling and sentence structure.

Our achievements include:

• scope and sequence of spelling indicators for each grade level developed, distributed to staff and included in class programs

• class programs focusing on all forms of spelling knowledge

• regular stage planning sessions resulted in consistent expectations of student achievement in spelling
• an increase from 38% to 46% of Year 5 students performing in the top two bands for spelling.
• 40% of Year 5 students were above state average in the top two bands for writing.
• All students in Years 1 and 2 were tested in spelling at the beginning and end of the year. 90% of students were at or above spelling age.
• All students in Years 1 and 2 were benchmarked for reading at the beginning and end of the year. 90% of students were above minimum standard for each year.
• All Kindergarten staff trained in Best Start and attending regional training and development following up courses.
• Students K-6 accessed a wider range of Home readers matched to their ability level.

Target 2

To improve student outcomes in Mathematics with a focus on space and geometry.
• Our achievements include:
  • Teachers across all stages have followed scope and sequence of mathematics to inform planning.
  • Regular interactive whiteboard training on a weekly basis made available to all staff.
  • Best Start implementation in 5 Kindergarten classrooms.
  • 45% of students in Year 5 performed in the top two bands in data, measurement, space and geometry in NAPLAN.
  • 57% of Year 5 students had greater than or equal to expected growth in numeracy.
  • School growth for numeracy was above state level for Year 5 students in NAPLAN.
• Staff engaged in regular training sessions in the use of Notebook 10, Mathletics, the network photocopier, digital cameras and Interactive Whiteboards.
• 20 interactive whiteboards have been installed in classrooms and class programs reflect increased skill and confidence of staff to access them.
• A voluntary levy was utilized to release a staff member to troubleshoot and assist with ongoing maintenance of technology throughout the school.
• Continued development and improvement of the school website including updating the calendar, uploading images of school events, notes and school policies. Parental feedback indicates increased access of the site by the community for information about the school.
• Team teaching has occurred across all stages and teaching programs have reflected increased student/teacher knowledge, skills and understanding of ICT resources.
• Computer room program clearly reflected integration of ICT across KLA’s particularly Science and HSIE. This resulted in successful student use of web searches and improved research skills.
• 100% of students involved in the production of a school movie shown at a whole school end of year event that raised over $7000.
• Increased skill and confidence of staff to deliver quality lessons as evidenced by classroom work samples and assessment tasks.

Target 3

To increase the successful integration of information technology into teaching and learning programs.

Our achievements include:
• Scope and sequence of computer skills across K-6 in all KLA’s.
Staff, students, parents and carers attended sessions focusing on Restorative Practices.

Restorative Practices incorporated into teaching programs.

A reduction in the number of students from 5% to 3% being withdrawn from the playground for inappropriate behavior.

100% of Year 6 students involved in the leadership program.

Staff surveys indicated that there were high levels of understanding of the school rules but a need to develop clear and consistent procedures for the playground.

85% of students had positive responses to a range of items in the School Life Survey.

90% of staff implementing Circle Time discussions in classrooms.

10% reduction in the number of reported bullying incidents.

20% reduction in the number of referrals to time out, support desk and restricted play program.

25% increase in students, parents and carers who have a clear understanding of skills involved in processes and procedures in the discipline and anti bullying policies.

85% of student responses to surveys were positive.

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 evaluations of Enter text here from Year 4 to 6 completed the Quality of School Life surveys.

Parent surveys returned represented 14% of families.

Findings and conclusions

The majority of parent responses indicated that what students are asked to learn and activities provided are interesting and appropriate to the abilities and interests of the children.

The majority of parent responses also indicated that current management practices support students in their learning and that teachers have clear understandings of what students need to learn.

Parent responses in relation to record keeping showed that there is a significant number who are not sufficiently aware of the practices undertaken by teachers. This included methods of assessment in relation to student learning.

It was generally agreed that the school is able to provide clear information about student achievement through its reporting process but a substantial number of responses indicated that parents are not fully aware of the ways student progress is documented.

Most teachers felt that they use a variety of teaching strategies and that there were sufficient opportunities for students to question and analyse information.

Teachers indicated that higher order thinking was not always evident in assessment tasks and that opportunities for students to analyse and synthesise information did not always exist.

Most teachers felt that criteria for assessment were always clear to students and that high expectations were communicated to students.

Most teachers felt that the learning atmosphere in classrooms was one of mutual respect and support and that planning included a range of approaches to keep students connected to learning.

Future directions

We will:

Continue to refine our assessment practices to ensure consistency across stages and communicate the information to parents/carers and students.
Provide more information about assessment of student outcomes and samples of work through the school newsletter, information sessions and stage and class handouts.

Continue to provide training and development for staff in the Quality Teaching framework with a focus on the quality of the learning environment.

Provide training and development opportunities at stage and whole staff levels to develop some common assessment tasks that are integral to class programs.

**Curriculum**

**Science**

**Background**

Students, staff and parents were surveyed about the teaching of science in the school. Surveys were sourced and developed with the support of staff at both school and regional levels. All students, parents and teachers were surveyed.

Parent surveys returned represented 10% of families.

**Findings and conclusions**

Most parents who responded agreed that their children enjoyed science at school although a significant number were not confident or did not know the extent to which achievements in science were acknowledged at school.

Some parents who responded feel that the written report does not provide sufficient information in relation to their child’s progress in science and that there is insufficient evidence of work produced in science.

The majority of parents who responded considered science to be an important part of their child’s learning and that on the whole their children had a positive view of science.

Parents who responded indicated that there were a number of science related areas they would like to know more about or would like to see. These included increased knowledge of science content in relation to classroom practice, increased student use of computers to generate documents, an overview of what is covered in the classroom, use of the immediate school environment to enhance understandings of science, integration of science with other key learning areas, adequate teacher resourcing and the use of programs and excursions to enhance science understanding.

Teacher responses indicated that while Science and Technology support material informs planning students did not always have regular opportunities to learn about all strands of science.

Teachers indicated that supply, storage and maintenance of resources were sometimes a barrier to successful science teaching and although it was generally felt that resources were adequate this was certainly an area to improve particularly in terms of accessibility.

Some teacher responses indicated that there was a greater need for the integration of science across key learning areas.

Student responses overall indicated that 64% enjoyed science at school but only 49% thought that there were things they were good at in the subject area. 64% saw science as important but only 37% indicated it was their preferred subject.

The design and make strand was clearly the most popular with 76% agreeing they liked it. 62% indicated they liked to learn about the ways people use technology, 66% like learning about people, plants and animals, 55% liked learning about space and time, 64% about the ways people make things, 59% about the earth and its environment and 64% liked investigating things about their world.

**Future directions**

We will:

Provide training and development to ensure class programs reflect integration of science strands across all KLA’s through the use of connected outcomes frameworks.

Review weekly timetable to ensure that adequate scheduling of science based lessons.

Develop stage based assessment tasks that reflect student achievement across all stands of science.
Parent, student, and teacher satisfaction

In 2010 following a series of workshops related to restorative practices and strategies for circle time discussions with students, the school sought the opinions of parents, students and teachers.

Their responses are presented below.

85% of parent participants rated highly the quality of the workshops.

79% indicated that at the end of the workshops they were confident explaining Restorative Practices.

Staff, parents and carers all agreed that the content of the sessions was highly valuable.

Restorative practices are embedded in the Student Welfare and Good Discipline Policy and following the policy launch in 2010 the school began to look at more effective ways to embed these practices in classrooms.

Students from years 4 to 6 were surveyed using the School Life Questionnaire.

The majority of students saw school as a positive place to be and felt that they were successful as learners.

The majority of students indicated they get along with others and that teachers help them to their best while treating them fairly.

Professional learning

All members of staff participated in training and development workshops throughout the year.

These activities were linked directly to targets in the school plan and 2009 Annual School Report.

Professional learning undertaken included 3 staff for analysis of NAPLAN data, Best Start Kindergarten assessment by 10 members of staff, implementing Drug Education in Early Stage 1 and Stage1, Growing the Gains in Literacy by 3 members of staff, implementing Counting On in the middle years, introduction to Count Me In Too, interactive classroom training, 10 staff to merit selection training, Reading Recovery support person training, computer coordinator to Sydney Region ICT training day, a session about teaching space and geometry and another to improve understanding of measurement K-6.

All staff was involved in workshop sessions that focused on developing stronger relationships with students through Restorative Practices and Circle Time. These involved a significant commitment of time that saw an overwhelmingly positive response to their implementation by the majority of staff.

Executive staff was involved in 2 days professional development for the implementation of PBL [Positive Behaviour for Learning] However, this was not sustained in 2010 but will be included in a 2011 target. The school had been allocated a coach who worked with the staff to develop a statement outlining our purpose. Staff, students and parents were consulted but this has yet to be finalised.

Mandatory annual training in Child protection was undertaken by all staff as was training in Cardio Pulmonary Resuscitation.

Literacy and numeracy focus areas were supported by training and development from regional staff in assessing writing, developing teaching strategies in spelling and measurement.

Professional development in ICT was also provided on school development days, at stage and staff meetings and as support on a regular basis by members of staff. Workshops continued to occur to support the use of interactive whiteboards in the classroom.

Over $50000 was spent on professional learning in 2010 with an average of $1200 spent on each member of staff.

School development 2009 – 2011

Targets for 2011

Target 1

To improve student outcomes in writing with a focus on grammar and punctuation.

Strategies to achieve this target include:

- whole school collaborative planning to develop a consistent editing code.
- stage planning and programming to develop consistent expectations for work samples.
- Provide teacher professional learning in marking criteria for persuasive texts.
- Provide workshops for parents/carers to assist students with writing.
- Developing stage based rubrics for assessment of grammar and punctuation.

Our success will be measured by:
- Assessment of written tasks shows consistent teacher judgement across stages.
- An increase in the percentage of students in Year 3 performing in the top two bands in grammar and punctuation from 67%.
- An increase in the percentage of students in Year 5 performing in the top two bands in grammar and punctuation from 67%.
- Editing code adopted across K-6 classrooms and understood by all students.
- Stage based rubrics for grammar and punctuation developed and used by teachers and students for reporting purposes.

**Target 2**

*To improve student outcomes in Mathematics with a focus on data and measurement.*

Strategies to achieve this target include:
- Provide teacher professional learning and opportunities for sharing of expertise across and within stages focusing on consistency of teacher judgement in relation to data and measurement.
- Review timetables to ensure the teaching of data and measurement is an integral part of mathematics.
- Teacher professional learning focussing on the use of assessment data to plan for student learning.
- Identify resources to support quality teaching of data and measurement.
- Implement initiatives to increase parent involvement and understanding of data and measurement K-6.
- Our success will be measured by:
  - Assessment tasks for data and measurement are consistent across stage.
  - Stage based measurement framework clearly evident in planning and programming.
- Student learning in data and measurement is supported by access to a range of resources.
- Increase in the percentage of Year 3 students performing in the top three bands for Data and Measurement from 81%.
- Increase in the percentage of Year 5 students performing in the top three bands for Data and Measurement from 70%.

**Target 3**

*To increase the successful integration of information technology into teaching and learning programs.*

Strategies to achieve this target include:
- Training and development of staff in the use of interactive whiteboards.
- Provide opportunities that allow students to demonstrate understandings appropriate to their skill level.
- Accessing relevant software to support class programs.
- Information about the use of technology provided to parents/carers on a regular basis.
- Implement Scope and sequence of technology skills across all KLA’s.
- Develop student use of web tools in creating a class blog.
- Our success will be measured by:
  - Increased skills and confidence of staff to incorporate interactive whiteboard use across all KLA’s.
  - Students from all stages accessing a range of ICT on a regular basis in all KLA’s.
  - Work samples for technology will indicate student levels of achievement across all KLA’s.
  - Regular technology updates provided to parents via the school newsletter and website
  - 100% of Stage 1 students in 7 classes contributing to a class blog.
  - Scope and sequence of technology skills clearly informs stage planning sessions and evident in class programs.
Target 4

To enhance effective learning outcomes for students with a focus on interpersonal relationships and positive whole school practices.

Strategies to achieve this target include:

- Increase the capacity of the student leadership program across the school.
- Implementing student forums in a committee framework.
- Training and development updates in the Restorative Practices framework, Circle Time and the Bounce Back program.
- Improved community awareness of Clovelly Public School Student Welfare, Good Discipline and Effective Learning Policy and procedures through the school newsletter, P and C meetings, class newsletters and the school website.
- School wide behavioural expectations are taught to students in a direct and consistent way.
- Positive behaviours are acknowledged and rewarded consistently.

Our success will be measured by:

- 100% of year 6 students involved in leadership roles across the school.
- Student forums informing parents/carers, staff and other students about a range of initiatives.
- Students and staff using a common framework and language to resolve conflict.
- Increased numbers of parents/carers having a clear understanding of the Clovelly Public School Student Welfare, Good Discipline and Effective Learning Policy and procedures.
- All classrooms undertaking regular teaching of school wide behavioural expectations and social skills.
- School wide system for acknowledging and dealing with student behaviour is both consistent and understood by students, parents and staff.

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.

John Dowd               Rel. Principal
Brian Pollard           Rel. Deputy Principal
Diedre Young            Parent Representative
Felicity Leeming        Parent Representative
Wendy Field             Parent Representative
Louise Gibson           Assistant Principal
Stacey Lolas            Staff Representative

School contact information

Clovelly Public School
1 Arden Street
Waverley
Ph: 02 96656710
Fax: 02 96642613
Email: clovelly-p.school@det.nsw.edu.au
Web: www.clovelly-p.schools.nsw.edu.au
School Code: 1573

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