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 to 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 by our staff and community.

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

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

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.

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, the 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.

Pamela Wood
Principal

P&C message
Clovelly Public School is at the centre of a dynamic community, and it enjoys the strong support and commitment of parents and carers with a broad range of talents. As the chief coordinating body the P&C provides rewarding and inspirational experiences for those who choose to become involved, and I would encourage you all to do so - for your own as well as your children's benefit.

Getting involved with the P&C gives you an invaluable insight into the decision-making and work involved in running the school. It's also your opportunity to contribute and to have your opinions heard at our monthly P&C meetings – aiming always to assist the school in striving for excellence in education.

It is not just about attending meetings – the P&C also acts as an umbrella group for the various groups of parents who contribute to the life of the school. So whether you can spare a lot of time or only a little, and whatever your experience and passions, there is a rewarding role for you.

At the time of writing the school, like others across the country, is seeing the benefits of the Commonwealth Government’s Building an Education Revolution scheme (BER) with the building of a new library and classrooms to replace our worn out demountables. Parents and carers were active in helping formulate the school's submission for funding from the scheme and are excited by the possibilities that the new structures will bring.

The BER is also delivering new electronic whiteboards for the school, which were a previous fund-raising target for the P&C. This is a welcome development which enables us to redirect our efforts towards other much-needed equipment and resources. While the NSW Department of Education and Training provides a finite and relatively limited budget for the school's basic operations, the P&C can augment the school’s funds by purchasing a broad range of supplementary items and resources that can make a real difference for children at the school. The P&C works in consultation with the school to identify and prioritise these additional needs, and the P&C then sets fundraising targets to deliver as many of them as it can manage.

The P&C has had another very successful year of fundraising. The two biggest events were the Walkathon and Trivia Night – both the result of huge efforts by parents, carers and teachers. There were many more fundraisers, large and small, which in addition to generating revenue provided great opportunities for the community to meet and engage. Collectively it’s a huge...
contribution by the various committees and a large number of dedicated individuals.

I would like to close by offering my sincere thanks to all the wonderful people who have played a part in the activities of the P&C and its contributing committees this year, and to wish you all well for the coming year.

Mike Field
President

Student representative’s message

I was chosen to be 2009 school captain along with Chloe Dimopoulos. Being the school captain you feel great honour and responsibility. To have these feelings you have to have pride in your school by following the dress code and obeying the school rules. But respect would have to be the most important. Respecting the younger students in the school and helping them out if they don’t know where to go around the school or answering a question during buddy time. Respecting the other students in your year by helping them if they’ve got a problem or just want to be included in an activity. And finally you have to respect your teachers by putting any given instructions before whatever you have planned to do. And what’s so good about respect you give them is the respect they give you back.

Speech-wise I never really felt under any rush to have a speech prepared. I always felt I was given enough time to allow me to make a good quality speech. In a way being school captain really got me prepared for high school. Having to do nightly homework plus anything that I, as a school captain, had to be preparing. Looking back, it felt like the homework that we now get at high school.

Therefore in 2009 I went in to be school captain not wanting a badge, not wanting my name up on the wall but to spend my last year at Clovelly putting in my all and trying to achieve as much as I could being the school captain of a school I have enormous pride in.

Alec Lesmond
School Captain 2009

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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>251</td>
<td>251</td>
<td>261</td>
<td>248</td>
<td>265</td>
</tr>
<tr>
<td>Female</td>
<td>288</td>
<td>307</td>
<td>312</td>
<td>311</td>
<td>288</td>
</tr>
</tbody>
</table>

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 2009 class size audit conducted on Wednesday 18 March 2009.
Structure of classes

Classes at Clovelly Public School are parallel. Staff members consider friendships, special needs and ability when placing students. In 2009, there are two multi-age classes.

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>Deputy Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.05</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.062</td>
</tr>
<tr>
<td>Total</td>
<td>32.937</td>
</tr>
</tbody>
</table>

In 2009 no staff were from an indigenous background.

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>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: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>140 965.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>263 455.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>112 286.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>345 274.66</td>
</tr>
<tr>
<td>Interest</td>
<td>4 057.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23 241.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>889 281.88</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>152 818.44</td>
</tr>
<tr>
<td>Excursions</td>
<td>69 087.54</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>116 634.65</td>
</tr>
<tr>
<td>Library</td>
<td>629.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>34 211.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>128 890.38</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>85 373.89</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>112 722.28</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>39 343.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19 547.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>17 193.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>46 574.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>823 026.40</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>66 255.48</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

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 (P&C). The groups include a training band, Year 5 Intermediate, Year 6 Senior and a Stage band.

The Band Program has been very successful in terms of recruitment and retention. There is flexibility to join in either Year 3 or 4 (even Yr 5 & 6) which allows for parents/carers to revisit the idea of joining the band if they feel their child is not quite up to it in Year 3.

Achievements & Performances
The Clovelly Bands performed at the following events:

- In-school Term Concerts
- NSW School Band Festival
- Jazz Picnic
- Band Tour
- Education Week
- Mid Year Concert
- End of Year Concert at Rose Bay SC
- Primary Proms Concert

The Senior Band participated in a four day Band Tour to Northern NSW schools. The band attended workshops and performed at a very high standard. A senior choir consisting of over 80 students rehearses weekly on Friday afternoons.

Sport
Students K-2 participated in a range of fitness and fundamental movement skill development programs. 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 regional and state carnivals including Eloise Hall for State Athletics, Maya T. Downes for State Girls Soccer, Alec Lesmond for State Cricket and the Junior Girls Athletics Relay team for the State Athletics Carnival.

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 Under 10 year Girls Futsal team won the State title and the Under 11 year Girls team won the Futsal National title.

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.

Gifted and Talented Programs
The Gifted and Talented (GateWAYS) program includes robotics, Lego Technics and science. In Term 3, two teams of students competed in the Robocup Junior competition at UNSW.

During Term 4, selected students in Stage 1 participated in a series of workshops on Investigating Scientifically, physical phenomena and Lego Technics.

In Term 3 a team of six Year 5 students and a team of six Year 6 students participated in the Mind Marathon at East Hills Boys High School. The day involved various team challenges in Engineering, Creativity, Science, Sports, General Knowledge, English, Maths and General Knowledge. The Year 5 team came 5th and the Year 6 team came 16th in their divisions.

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

Debating and Public Speaking

During 2009 we entered four teams from Years 5 and 6 into the Bondi District Debating Competition. Maximum participation was encouraged. All teams performed well reflecting their knowledge and preparation.

A team of five students was entered into the Premier’s Debating Challenge. The team won the regional division and competed at the State Debating Championships held at Stanwell Tops.

One student, Georgie Currie, was selected to compete in the Sydney Region Team. The team won the State Debating Championships at Collaroy.
Students in K-6 participated in a “Speak Off” to select students to represent the school in the Multicultural Public Speaking Competition. Four students represented the school at the District Finals.

A Year 5 student, Harry Hubber, was also selected to represent Clovelly Public School at the Bondi District Public Speaking Grand Final.

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

- Science: 9 distinctions, 38 credits and 57 certificates of participation;
- Mathematics: 1 high distinction, 6 distinctions, 39 credits and 84 participations;
- English: 1 high distinction, 11 distinctions, 38 credits and 67 participations.

Academic

Student performance K-6 in Literacy and Numeracy:
The following table represents the percentage of students in each grade achieving at or above the appropriate levels (sound achievement). This information has been compiled from the results of school-based assessments in 2009.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>90</td>
<td>98.7</td>
</tr>
<tr>
<td>Year 1</td>
<td>87.4</td>
<td>89.6</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.9</td>
<td>97</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.5</td>
<td>91.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>98.7</td>
<td>99.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Year 6</td>
<td>100</td>
<td>96.4</td>
</tr>
</tbody>
</table>

NAPLAN
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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Numeracy – NAPLAN Year 3
In 2009 91 Year 3 students, 42 boys and 49 girls, sat for the National Assessment Program [NAPLAN] in Numeracy. The numeracy tests consisted of two aspects-number, patterns and algebra/measurement, data, space and geometry.

In Year 3, student results in Numeracy were above state level, but below regional level, with 48% in the top two bands (proficient). In measurement, data, space and geometry, 25% of students were in the top two bands. In number, patterns and algebra, 55% were in the top two bands.

Literacy – NAPLAN Year 5
In 2009, 65 Year 5 students, 23 boys and 42 girls, sat for the National Assessment Program [NAPLAN] in Literacy.

In Year 5, student results for Literacy were above state level, but below regional level, in all aspects with 30% in the top two bands (proficient). In reading 42% of students were in the top two bands. In writing 41% of students were in the top two bands. In spelling, 38% of students were in the top two bands and in grammar and punctuation, 47% of students were in the top two bands.
In 2009, 65 Year 5 students, 23 boys and 42 girls, sat for the national Assessment Program [NAPLAN] in Numeracy. The numeracy tests consisted of two aspects-number, patterns and algebra/measurement, data, space and geometry.

In Numeracy, Year 5 student results were above state level, but below regional level with 38% of students in the top two bands (proficient). In number, patterns and algebra, 40% of students were in the top two bands. In measurement, data, space and geometry, 35% were in the top two bands.

Numeracy – NAPLAN Year 5

In 2009, 65 Year 5 students, 23 boys and 42 girls, sat for the national Assessment Program [NAPLAN] in Numeracy. The numeracy tests consisted of two aspects-number, patterns and algebra/measurement, data, space and geometry.

In Numeracy, Year 5 student results were above state level, but below regional level with 38% of students in the top two bands (proficient). In number, patterns and algebra, 40% of students were in the top two bands. In measurement, data, space and geometry, 35% were in the top two bands.
Progress in literacy

For matched students, the average growth in literacy was 74.3 points. The state average was 77.6 points.

In reading the average growth for matched students was 66.4 points. The state average was 88.4 points. In writing the average growth was 68.5 points. The state average was 57.7 points.

Of those students, 41.5% of students demonstrated growth of two skill bands or higher in literacy and 53.7% of students demonstrated growth of two skill bands or higher in writing.

Progress in numeracy

In Year 5, results showed for matched students, the average growth in numeracy was 100.0 points. The state average was 93.4 points.

Of those students, 64.2% of students demonstrated growth of two skill bands or higher in numeracy.

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 2009

<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>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</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:

- Student leaders acknowledge Country at all school assemblies.
- A Year 6 student, Jonah Johnson, was nominated for the Sydney Region Deadly Kids award, an event developed to celebrate the achievements of Aboriginal students.
- Aboriginal perspectives are integrated into all classroom teaching and learning programs.
- Students K-6 celebrated NAIDOC Week by participating in traditional indigenous games and exploring aspects of both traditional and contemporary Aboriginal culture.
- Each class produced a set of hands for display as a symbol of ways people can work together to achieve reconciliation.
- The school participated in the Koori Art Expressions 2009, a regional visual arts program. Three teachers attended a professional learning workshop at the Art Gallery of NSW. A Year 2 class entered an artwork based on the theme Honouring our Elders, Nurturing our Youth which was included in the exhibition at the Fountain Court, Parliament NSW.

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, providing tutors in French, Greek, Hebrew and Spanish.
- In 2009, eleven students from Eloi Franc primary school in Noumea and their teachers visited Clovelly Public School for the 9th annual Clovelly-Noumea cultural exchange holiday.
- Italian is taught in all classes Years 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 member of our school community – 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 modelled by parents, carers and staff.

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

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 have stood 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.

Student Welfare
As part of the review of the Clovelly Public School Student Welfare and Good Discipline Policy with a focus on the anti-bullying policy, parents, carers and teachers were surveyed to determine baseline data for future planning. A survey of parents and carers fielded 94 responses. All classroom teachers were surveyed.

Findings and conclusions
Responses from Parents and Cares:

- 66% of parents and carers felt there was some bullying in the school. 12% felt it happened a lot whereas 6% said there was none. 54% of parents surveyed indicated that their own child had been bullied and 29% said they had not.
- In relation to frequency of bullying 11% indicated that for their child it had occurred once, 11% once or twice a month, 15% once or twice a week, 5% nearly every day, 2% more than once a day and 10% who were not sure.
Children have reported to parents that behaviours of most concern for them are name calling, repeated teasing, being hurt pushed or tripped and being repeatedly left out of a game. These accounted for 55% of responses. 34% of responses indicated students believed the bullying was by someone in the same class or stage and 8% from someone older.

The survey indicated that 47% felt bullying occurred in the playground and 11% occurred in the classroom.

67% of responses indicated that students tell parents or carers (37%), the class teacher (15%) and the teacher on duty (14%).

Responses to bullying indicated that 26% felt they were listened to, 16% indicated the bully was spoken to, 11% told their child to play somewhere else and 17% told their child not to worry or ignore it.

Teacher Responses:

68% indicated they would tell the bully to stop. 100% of responses indicated they would not ignore incidents of bullying and 89% indicated they would help the bully and the victim to resolve their differences. 100% of staff responses would not treat the matter lightly and 78% would advise the victim to stay away from the bully as much as possible.

84% of staff responses felt they would make sure the bully was suitably punished and 78% indicated they would definitely intervene. 78% of responses indicated they would convene a meeting of students in an attempt to improve the situation.

21% of responses said they would definitely help the bully to achieve greater self esteem.42% said they probably would and 31% said they were unsure.

78% of responses indicated that staff would encourage the victim to make more friends and 73% would make it clear to the bully that their behaviour would not be tolerated any longer.

84% of responses indicated that staff would not leave the problem for someone else to sort out and 94% would share their concern with the bully about what happened to the victim and seek to get the bully to behave in a more caring and responsible manner.

In relation to separating the bully from the victim so there was less chance of it occurring, 57% said they would whereas 31% were unsure. Asked if they would suggest to the victim that they show they were bothered by what was happening 26% said they would, 31% were unsure and 36% said they would not. 42% said they would contact the parent of the bully and insist that their child’s bullying stop whereas 31% were unsure.

100% of responses indicated that staff would not let children sort out bullying issues themselves and 73% indicated they would discuss with the bully options from which to choose.

26% of responses indicated that they would not find the bully something more interesting to do, 31% were unsure whereas 36% said they would.

Future directions
See Target 4

Other programs

Progress on 2009 targets

Target 1
To improve student outcomes in writing with a focus on spelling
Our achievements include:

- 100% of teachers of Years 2-6 are assessing spelling in a consistent way utilising standardised tests;
- a draft scope and sequence for spelling skill has been developed for trial and review in 2010;
- all teachers received professional leaning and ongoing support from the regional literacy consultant in developing programming and assessment strategies for literacy with a focus on spelling; and
- resources were purchased to support literacy programs including an interactive program to develop writing skills, guided reading packs, home readers, benchmarking kits and Atlas packs to support research skill development.

Target 2
To improve student outcomes in Mathematics with a focus on Measurement
Our achievements include:

- a new Mathematics school scope and sequence has been introduced for trial in 2010;
- all students K-6 have access to the Mathletics online program;
concrete materials were purchased and used in all classes to assist with the hands-on aspect of teaching measurement;

- teacher professional learning was provided to all staff with support from the regional consultants; and

- stage planning days were provided for teachers to collaboratively program utilising the quality teaching framework.

**Target 3**

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

The P&C have continued to support the school in the upgrading and improving facilities during 2009. A voluntary technology contribution has also assisted in providing necessary equipment and technical support to ensure easy and efficient access for students.

Our achievements include:

- all students in Years 3 to 6 have received and sent emails through using webmail through the DET portal;
- all students in Years 1 to 6 create, edit and save documents to a designated folder on the file server;
- Students in Years 1 to 4 have improved skills in working with Microsoft Word and Powerpoint. Students in Years 5 and 6 have improved skills in working with Microsoft Word, Powerpoint and Webpage;
- the P&C provided a significant amount of funds to upgrade the school networking, and provided new computers to the computer lab, and colour printers to every classroom;
- all classroom programs show evidence of technology integrated into classroom practice;
- 13 interactive whiteboards have been installed in permanent classrooms through the Federal Government National School Pride program.
- ICT technical support services were accessed for networking systems A voluntary levy was utilised to release an executive member of staff weekly to troubleshoot and assist with ongoing maintenance of technology throughout the school; and
- all teachers participated in training and development sessions on interactive whiteboards and integrating technology into classroom practice, as a whole staff group, in stage groups and individually with consultants, peer tutors and through external courses targeting specific skills as identified as needing support.

**Target 4**

To enhance effective learning outcomes for students with a focus on interpersonal relationships.

Our achievements include:

- continuation of the implementation of Clovelly Public School Core Values and award systems;
- the school is participating in a three-year regional pilot project on Positive Behaviour Intervention and Support (PBIS). PBIS is a consistent school-wide system of support that helps define, teach and support student behaviours, creating a positive school environment;
- playground supervision practices were reviewed resulting in an increase in the number of staff supervising at recess and lunchtimes;
- School Support Learning Officers assisted individual students identified as experiencing difficulties in the playground;
- equipment was purchased and distributed to each grade for students to use during breaks to encourage positive active play;
- a visioning process has begun around our whole school approach to student welfare which includes consultation, surveys and negotiation with parents, staff and students; and
- All teaching staff has been trained in Philosophy for children.

**Key evaluations**

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

**Educational and management practice**

Learning

**Background**

The school decided to evaluate learning to continue the focus on improving outcomes for students. The evaluation instruments used included the School Map parent, teacher and student surveys and Best Practice Statements. Teachers, parents and students from Years 3-6
were surveyed. 27% of families responded to the parent surveys.

Findings and conclusions

• The majority of parents and carers believe they share in the education of their children and are informed and included in any major decision making in the school.

• A significant number of parents and carers do not know how teachers manage their classrooms, organise learning activities, consult with their students regarding their learning and progress nor whether teachers at the school are continually upgrading their skills.

• Assessment strategies are usually understood by students, parents and carers. Teachers need to explain more clearly how the outcomes of student learning are assessed and communicate this information to students, parents and carers.

• A significant number of students do not think their teachers communicated with their parents about their learning nor shared ideas about teaching and learning with other teachers.

• Most teachers believe they use a range of strategies and activities to keep students connected to learning. Programs are planned to integrate knowledge and skills within and across Key Learning Areas. More opportunities need to be provided for students to negotiate their learning and set personal goals.

• The findings overall indicate that the teaching and learning environment is positive, with some indications that the teaching activities could better meet the needs of some students.

Future directions

We will:

• continue to provide training and development for staff in the Quality Teaching and Learning framework with a focus on intellectual quality.

Curriculum

Mathematics

Background

Students, staff, parents and carers were surveyed about the teaching of mathematics in the school. School developed surveys were used. All students from K-6 and all class teachers were surveyed. 19% of families responded to the parent/carer surveys.

Findings and conclusions

• Most parents, carers, teachers and students agreed that Mathematics is an important subject.

• The majority of parents and carers believe their child’s skills are developing in mathematics (80%)

• Most students K-6 enjoyed learning mathematics and felt their teachers provided activities that were interesting and appropriate.

• Most students enjoy Mathematics, however, a significant number of students are not sure how they are progressing.

• The majority of students like working in groups, working with hands on materials and working with computers.

• Teachers are confident to very confident in teaching mathematics, however some teachers would like further training and development in this subject area.

• Parents, teachers and students agree that the school is well-resourced in this area;

• A significant number of parents and carers (36%) do not believe they are given useful written reports about their child’s progress in Mathematics. Similarly 26% of parents and carers do not believe they are well-informed about the teaching of Mathematics.

Future directions

See Target 2
Other evaluations

Information Communications Technology (ICT)

Background
The school has allocated a significant amount of funding with P&C support to the development of technology programs in the school over the past two years. The technology committee has regularly reviewed the implementation of the technology plan for 2009. Teachers, parents and carers and all students K-6 were surveyed as part of this review.

Findings and conclusions
Student responses:
- The majority of students K-6 enjoy using computer technology at school and believe the use of computer technology is an important part of their learning.
- The majority of students K-6 are becoming more confident in computer technology and would like to learn more computer skills.

Parents and Carers responses:
- Of the 72 parents and carers who responded, 83% agreed that the use of technology is an important part of their child’s learning;
- 54% agreed that the school provides regular opportunities for students to use computer technology in their learning;
- 76% were able to see evidence of their child’s increasing confidence in computer; and
- 70% disagreed or didn’t know that the school kept parents and carers well informed about the use of computer technology. 92% stated that they would like to know more about the use of technology in their child’s learning.

Teachers responses:
- 76% of teachers agreed that they were growing in confidence in their use of computer technology and 72% of teachers stated they were programming for the use of computer technology in their classrooms;
- 76% agreed that students are learning from computer technology in their classrooms;
- 56% agreed that financial planning, resource allocation for computer technology and professional learning have improved;
- 76% disagreed or didn’t know if the management of computer maintenance and distribution of computers has improved;
- 32% agreed that the school has a clear and effective plan for whole school professional learning in the area of computer technology; and
- The majority of classrooms require more updated computers to enable efficient integration of computer skills into classroom practice.

Future directions
See Target 3

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
- All parents and carers surveyed feel welcome and valued in the school.
- Most parents and carers agree that the school’s current aim is to improve the quality of teaching and learning.
- Students, staff, parents and carers agree that the content of what students are learning is important.
- Most students K-6 believe their classrooms are interesting places to learn and that the school is well-resourced.
- The majority of students believe the school expects them to do their best. Consequently students try to do their best and take pride in their work.

Professional learning
All members of staff participated in training and development workshops throughout the year. These activities were directly linked to school targets in the school plan and 2008 Annual School Report, as well as mandatory annual training in Child Protection and OHS. The main focus areas were literacy, numeracy and Quality Teaching.
Over $40000 was spent on professional learning in 2009, with an average of $1300 spent on each member of staff. With the installation of interactive whiteboards into all permanent classrooms, a series of workshops were held for teachers. Teachers attended regional projects with an ICT focus. Professional learning on ICT was also provided on school development days and at staff meetings.
School development 2009 – 2011

The School Plan 2009-2011 was developed in consultation with the staff, students and community. Focus groups, surveys and workshops were held to develop the long-term goals for the school and the annual targets. A copy of the School Plan has been provided to every family and is also available on request from the school. In 2010 it will also be available on the school website.

Targets for 2010

Target 1
To improve student outcomes in writing with a focus on spelling and sentence structure.

Strategies to achieve this target include:
- whole school collaborative planning programming and moderation of work samples;
- review Clovelly Public School’s scope and sequence for spelling and writing to focus at the sentence level;
- prioritise whole school timetable for regular daily writing sessions;
- analysis of Best Start data to inform individual student learning needs in Kindergarten;
- provide teacher professional learning in marking criteria for narratives to inform classroom programming; and
- provide workshops for parents and carers in helping students with writing.

Our success will be measured by:
- consistency in programming and assessment for writing K-6;
- an increase in the percentage of students in Year 5 performing at proficient level (top two bands) in spelling from 38% and in writing from 41%;
- improved growth in writing to state level or higher for Year 5 students in NAPLAN; and
- establish benchmark of students with improved performance in writing in Kindergarten and Year 1.

Target 2
To improve student outcomes in Mathematics with a focus on space and geometry.

Strategies to achieve this target include:
- implementation of the school scope and sequence across K-6 and link to assessment strategies;
- provide teacher professional learning and opportunities for collegial sharing of expertise, focussing on consistency in teacher judgement in mathematics with a focus on space and geometry;
- review weekly timetables to ensure regular scheduling of lessons;
- introduce the Go Maths program in K-2;
- provide interactive whiteboard training for teachers using a variety of Maths-related sites and continue the Mathletics online computer program for extension and remediation;
- purchase resources to support quality teaching activities in space and geometry; and
- implement initiatives to increase parent involvement and understanding of mathematics programs.

Our success will be measured by:
- Best Start practices in place in all Kindergarten classes;
- improvement in NAPLAN results for mathematics in the space and geometry strand;
- stage based assessments and mechanisms for tracking student progress in place;
- all teachers integrating technology into classroom practice to improve student outcomes in mathematics;
- an increase in the percentage of students in Year 5 performing at proficient level (top two bands) in measurement, data, space and geometry from 35%; and
- improved growth in numeracy to state level or higher for Year 5 students in NAPLAN.

Target 3
To increase the successful integration of information technology into teaching and learning programs.

Strategies to achieve this target include:
- staff will continue to receive professional development to upgrade technology skills with a focus on interactive classrooms;
- a scope and sequence for skill development and projects for K-6 will be established;
- software will be purchased to compliment classroom teaching and learning;
- baseline data will be established to track computer skills of students;
regular information provided to the community regarding the use of technology in the school via website and newsletter;
continue to update classroom computers, the school server and networking with support from the P&C
Our success will be measured by:
ICT skills Scope and Sequence implemented across K-6;
achievement of syllabus outcomes and integration of skills in all Key Learning Areas as evidenced by assessment tasks and classroom work samples; and
increased skills and confidence of staff as evidenced by their ability to conduct quality lessons for students.

Target 4
To enhance effective learning outcomes for students with a focus on interpersonal relationships.
This is the second year of a three-year target.
Strategies to achieve this target include:
teacher professional learning in strategies to support students in developing healthy relationships and building resilience;
training of all students, staff and parents in the Restorative Practices framework;
implementation of the Bounce Back! program K-6 to develop student resilience, reduce bullying and foster healthy relationships;
development of greater community awareness through parent workshops, newsletters and teacher professional learning focussing on the Clovelly Public School Student Welfare, Good Discipline and Effective Learning Policy with emphasis on the anti-bullying policy;
continue to review Clovelly Public School Student Welfare and Good Discipline Policy, including the Anti-Bullying Policy, utilising Positive Behaviour Intervention Systems(PBIS);
continue the leadership program with senior students;
revise school merit system through surveys and focus groups; and
Our success will be measured by:
draft policy and procedures finalised, published and promoted throughout the school community;
10% reduction in the number of reported incidences of bullying occurring;
20% reduction in the number of referrals to time out, support desk and RPP;
25% increase in the number of students, parents and carers who have a clear understanding of skills involved in processes and procedures in the discipline and anti-bullying policies;
students and staff using a common framework and language to resolve conflict; and
85% of positive responses from student evaluations of 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.
Pamela Wood  Principal
John Dowd  Deputy Principal
Mike Field  Parent Representative
Eleanor Greenwood  Assistant Principal
Brian Pollard  Assistant Principal
Louise Gibson  Assistant Principal
Lyn Clarke  Staff Representative
Stacey Lolas  Staff Representative
Susan Knight  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