2010 Annual School Report
Claremont Meadows Public School

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

Students
Claremont Meadows Public School offers quality educational programs for students living in the area. In 2010 we effectively met the needs of 418 students.

Staff
Claremont Meadows has a highly skilled and dedicated staff that promotes quality teaching and learning practices. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Creative and Performing Arts Success:
- Dance and Choir performances at the Penrith Valley and Blue Mountains Performing Arts Festivals
- Operation Art Selection; Art work success at the Penrith Show.
- Two students art work displayed at the Nagoya Exhibition in Japan.

Special programs in:
- Crunch and Sip
- Premiers Reading Challenge

Special Events:
- Seniors Day
- Education Week and Book Fair.

Student achievement in 2010
The percentage (%) of students achieving above minimum standards in both Years 3 and 5 continues to be high.

Year 3
Our lowest result was Numeracy – 89%
Our Highest result was Reading – 100%

Year 5
Our lowest results were Numeracy and Reading – 89%
Our Highest result was Spelling - 95%

Messages
Principal’s message
Claremont Meadows Public School is committed to quality education, where students are encouraged to perform to the best of their ability in a balanced curriculum, including: academic, social, cultural and sporting areas. Our School practices and holds of high importance the values of: Safe, Respectful, Responsible, Learners; where students are supported and nurtured through the learning journey. The content of this report is only a summary of the outstanding programs implemented across 2010. 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.

Ms Sharon Le Ban

Claremont Meadows Parents and Citizens Association
The Parents and Citizen’s Association meets on Tuesday evenings at 7pm in weeks four and eight of each term. The P&C effectively works in partnership with the school. Across 2010 the P&C, in collaboration with the school, held various fundraising activities and then allocated a substantial amount of funds to be spent in various ways on identified needs.

Some of our achievements included:
- Holding our annual Easter raffle, Mother’s Day stall, Father’s Day stall and disco. The combined monies raised were $6373.91.
- In collaboration with the school we held a successful walk-a-thon which raised $6337. We also held a carnival which so far has raised $1548.83.
- The P&C established a local business directory.
- Through two dedicated volunteers the P&C open a second hand uniform shop most Monday and Friday mornings and the total income at the time of writing is $978.
- The purchase of air conditioning for the remaining classrooms in the school at a cost of $9090.
- Payment for students in Years 5 & 6 to attend the CARES bike safety program at a cost of $420.
- Payment for the school to purchase end of year awards at a cost of $1000.

On behalf of the P&C, I would like to take the opportunity to thanks all parents and children of

1
Claremont Meadows Public School for all your support of our fundraising activities. It was once again another great year of fundraising.

I would like to take the opportunity to thank all the members of the P&C and their families. Thank you to all the parent helpers for volunteering your time to assist in activities. Thank you to Ms Le Ban, Mrs. Green and Mrs. Tuckwell for attending our meetings and giving me and the P&C your support and encouragement. To the wonderful teaching and administration staff we thank and acknowledge you and your support, skills, motivation and dedication in teaching and caring for our children on a day to day basis. Thank you to Jo Faulkner in the canteen who is always willing to help support the P&C.

Our school is a positive and collaborative learning environment. I look forward to working together in 2011 to reach our goal of providing interactive whiteboards for every classroom.

President: Kathy Vickers on behalf of the P&C Committee.

Student representative’s message
2010 Prefect Body
In 2010 our Captains were:
Isabella Smith and Micheal Meijer
Prefects:
Paige Addison, Alana Dalton, Naomi Zammit, Liam Banguis, Evan Lean and Thomas Phelps

Throughout 2010, the Captains and Prefects regularly conducted school assemblies, helped present merit awards and led the school on special occasions. Features of our leadership were evident when we led the School’s ANZAC Service and attended to our duties helping teachers on a daily basis. We enjoyed raising the flags each day and proudly demonstrated our pride in being Australian. The Prefect body attended National Young Leaders Day and we were very impressed with the great role models who presented on the day. Together we work hard to be safe, respectful, responsible, learners and we know that “Together Everyone Achieves More”. We are a T.E.A.M.

2010 Student Representative Council (SRC)
As in previous years two members from each class, Year 1 to Year 6, have been voted by their peers to act as class representatives on the SRC.
The SRC have met regularly each term to discuss issues that are relevant to our school community.

This year the SRC Representatives have been involved in:
• Fundraising for charities, including, a Crazy Hair Day to support the Leukemia Foundation and sharing a Teddy Bear’s Picnic lunch to help raise funds for The Children’s Hospital, Westmead.
• Laying wreaths on behalf of their classes during a whole school ANZAC day assembly.
• Running this year’s NAIDOC WEEK assembly.
• Helping to organise and promote the SHOW CASE OF TALENT in Term 3.
• Taking on the responsibility of organising the counting and collection of, ‘COLES SPORT FOR SCHOOLS’ vouchers.
• Distributing and collecting play equipment each day for students to use at lunchtime.
• Implementing a SUGGESTIONS BOX at the front office for students, teachers and the school community to access during the school day.

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 numbers have remained relatively stable for the last three years.
Student attendance profile

Our attendance rate is overall very good. Some of the absences that affect our school data include students going on holidays during school time and bouts of sickness across the school community.

Management of non-attendance

In instances where students are absent for more than three days or where a pattern is emerging parents are initially contacted by phone to ascertain if the student is unwell or if there are any areas of concern.

Follow-up calls and meetings are held if required. On the rare occasion that the concern is not resolved then assistance is sought through the Home School Liaison Officer to assist families in ensuring their children attend school every day.

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>
<td>6H</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5J</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
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<tr>
<td>4G</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3D</td>
<td>3</td>
<td>27</td>
<td>27</td>
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<tr>
<td>3M</td>
<td>3</td>
<td>27</td>
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</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1/2H</td>
<td>2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>22</td>
<td>22</td>
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</tbody>
</table>

Structure of classes

Claremont Meadows has arranged its classes into grade groupings. The creation of a composite was to accommodate student numbers in the Years 1 and 2 grades.

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

School staff is comprised of Teaching and School Administrative and Support Staff (SASS).

Our SASS Staff includes two full time and two part time (including the General Assistant) employees.

Further through special funding a varied number of support learning officers are employed on a term by term or special need basis.

Our Teaching staff comprises of:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
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</table>

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

Claremont Meadows Public School has two very proud Indigenous teachers on their team.

Staff retention

Across 2010 our staff remained very stable. At the end of the year there were three staff changes these were the result of: one teacher leaving; one retiring and another taking a relieving Principal’s position. Two of these positions were permanently filled at the start of the 2011 school year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
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</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>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>124,554.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>178,854.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>91,311.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>135,654.41</td>
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<tr>
<td>Interest</td>
<td>8,387.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8,121.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>546,882.98</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>20,477.19</td>
</tr>
<tr>
<td>Excursions</td>
<td>39,763.26</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>46,166.44</td>
</tr>
<tr>
<td>Library</td>
<td>2,129.20</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>11,457.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>97,202.33</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>46,501.64</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58,303.46</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>33,877.56</td>
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<tr>
<td>Maintenance</td>
<td>16,247.57</td>
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<tr>
<td>Trust accounts</td>
<td>6,883.49</td>
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<tr>
<td>Capital programs</td>
<td>37,935.11</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>406,983.03</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>139,899.95</td>
</tr>
</tbody>
</table>

It is the school’s intention to commit funds for the purchase of a further 4 interactive Smart boards. The total cost is approximately $27,000. Our P&C are fund raising to assist with some of this cost; they planned in 2010 to commit $10,000 with more if fund raising targets are achieved.

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

Dance - In 2010 we had a great response to our school dance groups. Three groups trained with Mrs. Sheppeard – Stage 2 girls (32 girls), Stage 3 Girls (38 girls) and a Stage 2 and 3 Boys (21 boys) dance group. The students worked hard during Terms 1 and 2 to prepare dance routines for auditions for local festivals. All three dance groups were successful in their auditions for both the Penrith Valley Performing Arts and the Blue Mountains Nepean Dance Festivals. The students showcased their wonderful performances and were a credit to themselves and the school. During Term 2 – two students from Year Five; Shanae Tucker and Chloe Walton represented our school at the Western Sydney Regional Dance Camp – ‘Dance Off!’ At the camp the girls had the opportunity to train under professional choreographers and participate in a culminating performance. Special thanks to: Mrs. Inga Meijer; Mrs. Margaret Wood; Mrs. Anne Sheppeard and Mrs. Amanda McKenzie for their assistance in the preparation of costumes for the dancers. Congratulations to all the dancers on a successful year.

Choir

In 2010, 20 students from Years 3-6, participated in the school choir. As well as performing at school events, they rehearsed and performed as part of the Penrith Valley Choral Choir at the Penrith Valley Performing Arts Festival this year. Acknowledgment to Ms Dalton for her great work with the choir!

Creative and Performing Arts

There are many opportunities in quality class programs and interest groups for students to explore and develop skills and understanding in each of the art forms. Through displays, assembly items,
performances and entry into many local, national and international competitions students can demonstrate the successful CAPA programs at CMPS.

Student’s creative talents in the Visual Arts are nurtured at CMPS. It was a very successful year for our students.

- Our first big exhibition of students work was for the “Grandparents Day Celebrations”. All students created a portrait of themselves which made a fantastic display in the Hall.
- Artworks by Georgia Britton and a combined classwork by students from 1/2H were selected for the Department’s prestigious Multicultural 2011 calendar competition for cultural diversity projects. The pictures below are of some of our grand-parents in classrooms.

- As part of the celebration of Public Education during Education Week each class made a selection of various artworks that reflected and celebrated the Indigenous contribution to our community. This made an outstanding display in the Hall.
- A visual display from each class reflecting one of the short listed books was exhibited in the school library for book week.
- Nicolas Danby and Olivier Smith were successful to have their artwork chosen for the “Western Sydney Environment Calendar 2011”. This is a great achievement for Claremont Meadows!
- Emin Mujanovic and Olivia Smith had their entry in the inaugural Penrith City Friendship Exchange Art with Poetry exhibition chosen for display in Japan. This in itself is a “Historical Moment” for our community.
- Entries in the “Ride 2 School” design a helmet competition were acknowledged with certificates.
- At the local Penrith Show a variety of art and various school subjects were on display with works from many schools from our local district.

Many ribbons of excellence and prizes were awarded to our students. Special mention must go to:-

1st place achievement
Louise Armstrong; Aveina Bruno; Madison; Kaitlyn Agar and Tiantay Lestrange.

2nd place achievement
Adam Jakob; Lachlan Wagner; Brock Borg; Kathryn Fronacier; Isabelle Fogg and Courtney O’Hair

All entries have made a fantastic display in our Hall as part of our Celebration of Learning. Students from year 3 and 4 have submitted entries for the “Christmas Card” design competitions for our State and Federal Minister’s of Parliament.
Future Directions

Using student art work as part of an overhaul for redesigning-decorating our school entry foyer and school hall. This hopefully would display excellence, achievements and recognition in various KLA’s and will promote our school throughout the community. Continue entering student’s art work in local, state, national and international competitions. Continue whole school participation in events and celebrations.

Public Speaking competitions

The Annual K-2 Oral Reading Competition provides an opportunity for students with an interest or talent in public speaking to gain valuable experience presenting to an audience of peers, parents and guests. The rating criteria used for K-2 adjudicating has been brought into line with District 3-6 Public Speaking Competitions and as such, students are well prepared as they enter Primary Grades to compete at various competitions. While students are still given the option to recite a poem, read an excerpt from a text or write their own speech, many students this year opted to write their own speech and the quality presented was outstanding. It is envisaged the K-2 Oral Reading Competition will continue to provide experience for students in future years, with consideration being given to changing the title of the competition from “Oral Reading” to “Public Speaking”.

Three students from each grade this year competed for their respective K-2 title as decided by a guest adjudicator, Mrs Norma Petrocco, Principal of Kingswood Public School. Congratulations to the winners for 2010:

- Kindergarten: Louise
- Year One: Kaitlyn
- Year Two: William

Year 3-6 Speech Finals were held last During Term 3. We were presented with 12 outstanding speeches and these were judged by Mr. Turner – Head Teacher English Kingswood High School. It was a challenging task as the quality was so high!

Congratulations to the winners for 2010:
- Year 3 Olivia Smith
- Year 4 Jarrod Burgess
- Year 5 Caitlyn Ambrose
- Year 6 Naomi Zammit

The Penrith Valley Competition.

Our Year 5 &6 winners were joined by Tahlia Nursimloo and Isabella Smith to compete in the Penrith Valley Speaking Competition. The points between all students were exceedingly close and our students performed exceptionally well.

On Wednesday 15th September we had further success in the public speaking forum. Four of our students: Tahlia Nursimloo, Caitlyn Ambrose, Naomi Zammit and Isabella Smith competed in the Kingswood Learning Community speech competition. This was a specifically designed competition for the five primary schools who feed into Kingswood High School. The competition was judged by Mr Turner – Head Teacher English at Kingswood High School. Our four students spoke beautifully, with clarity, presence and enthusiasm and I have the great pleasure to inform you that Isabella won the Year 6 section!

Cooking Club

Sixteen (16) delightful students from Years 3 and 4 participated in a lunch time interest group, cooking their own lunch on Wednesdays throughout Term 3. During the practical cooking experiences, the students learnt about healthy eating habits, how to prepare simple meals, how to measure a variety of ingredients and safely using utensils and equipment in the kitchen. Many students indicated they prepared similar meals for their families at home.

Sport

During 2010 the students of Claremont Meadows Public School have been involved in various sporting
programs, both within the school and as competitors at district, regional and state levels.

This year our competent swimmers participated in the School swimming carnival. Of these students 25 represented CMPS at the District Swimming Carnival with Ashley Day, Bianca Kramer and Ryan Gregory also competing at the Homebush Aquatic Centre in the Regional Carnival.

Our annual Athletics Carnival was held at Blair Oval with 40 competitors going on to represent our school at the Penrith District Athletics Carnival. Four (4) students moved through and competed at Regional carnival. They were:

Reece Pospishil
Ryan Gregory
Ryan Butler
Britney Archer

Following our school based cross country carnival 44 students represented CMPS at the Penrith District Cross Country which was held at Jamison Park. Claremont Meadows Public School placed 8th in the district which reflected our very strong results. Our strong performers on the day were:

Ryan Gregory
Ryan Butler
Britney Archer
Chantelle Travato
Dominic McDonough

Ryan Gregory went on to represent the school at the Sydney West Regional Cross Country Carnival at Castle Hill Showground, finishing 5th and gaining entry to the State completion where he finished in 62nd position; an outstanding achievement.

Our school based sports program supported the development of PDHPE skills, game skills and fitness.

In Term 2 the school participated in a sports program called, "Schools In Sports". This was our first year trialing the program and one we found to be very beneficial to developing student’s skills, interest in sport and team work. Our students were exposed to a range of skills and equipment that they had not previously had access to. There was lots of enjoyment and skills gained and the program will be offered again in 2011.

In Terms 3 & 4 students from the University of Western Sydney (UWS) who are completing their Physical Education Teaching Degrees came to facilitate the development of gross motor skills for students in Years 2-6. This is very beneficial program for all concerned. It provided opportunities for our students to learn and engage in skills with young developing teachers in the area of physical education, whilst providing great learning opportunities for these developing teachers.

During Terms 2 & 3 Claremont Meadows entered a senior team in the Greg Alexander Cup and the Panther Trophy, and a junior team in the Royce Simmons Shield and the Panther Trophy. Both teams showed a lot of dedication, excellent team work and pride in themselves and the school during these games. The senior team played well in all their games and came very close to getting into the finals at both events.

None of this could have happened without the commitment and dedication of Mr. McDonough, coach of the senior team and Mr. Busuttil the coach of the junior team. Each of these gentlemen dedicated many hours of their own time to coach these teams. We offer our thanks and appreciation.

Our Junior Team!

In Term 4 Mrs. Mitchell took a group of students to compete in the Milo Cup for Cricket with outstanding sportsmanship.

At our end of Year assembly Ryan Gregory was entered into our Sporting Hall of Fame for reaching State level at Cross country and was awarded this year’s Sports Person of the Year Award for his very successful sporting year.

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**

- **Year 3 reading**
  - Our Reading results indicate that no students were in the bottom band and an increased percentage in band 6 for 2010 students.

- **Year 3 writing**
  - Strong results in writing with high much higher percentages of students in bands 4-6.

- **Year 3 spelling**
  - The first full yearly trial of the Peg’s spelling program has resulted in stronger achievement in both bands 5 and 6. The program will be continued in 2011.

- **Year 3 grammar and punctuation**
  - This graph demonstrates solid improvements in student results in bands 4-6 with fewer students in the bottom 3 bands.

**Numeracy – NAPLAN Year 3**

- **Year 3 numeracy**
  - School average 2008 - 2010
Numeracy results are similar to State data; however there was a slight spike in Band 1 (2 additional students students). Matheletics was trialled in 2010 and will be continued in 2011 to promote accuracy and automaticity in numeration skills.

**Literacy – NAPLAN Year 5**

These results were lower than anticipated and data indicates that areas of comprehension were of concern. As a result our 2011-12 targets will focus on comprehension skills.

Writing results are similar to State data.

The first full yearly trial of the Peg’s spelling program has resulted in stronger achievement in band 5. The program will be continued in 2011.

**Numeracy – NAPLAN Year 5**

Progress in literacy
Average progress in reading for matched students*

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>91.0</td>
<td>66.3</td>
<td>72.3</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>85.5</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>111.9</td>
<td>71.1</td>
<td>69.1</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>70.0</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in grammar & punctuation for matched students

<table>
<thead>
<tr>
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<th>2008 - 2010</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>100.8</td>
</tr>
<tr>
<td>SSG</td>
<td>107.0</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Average progress in spelling for matched students

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>93.9</td>
</tr>
<tr>
<td>SSG</td>
<td>88.9</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in numeracy for matched students*

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>79.9</td>
<td>82.7</td>
<td>88.1</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>88.9</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
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</table>

Our progress in Numeracy has improved across the three years and is very comparable to both State and Penrith Valley data.

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></th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</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></th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

Claremont Meadows Public School has 13 Aboriginal students including 3 students new to the school in 2010. The school also has two very proud Indigenous teachers who relish the opportunity to share with their students their knowledge and heritage.

Explicit lessons on Aboriginal culture, including local history and the Dreaming, were taught by the two teachers to provide their classes with a greater understanding and appreciation of Australia’s history. The provision of Indigenous literature further exposed students to the history, culture and traditions. Other classes were provided with experiences on the Dreaming, dances and songs and various aspects of artwork.

The entire school participated in two separate celebrations during the year to recognise the significance Indigenous people hold in our history and in our future.

Colleen Mitchell, teacher and member of the local Darug tribe, lead Indigenous and non-Indigenous
students in a ceremony recognising National Reconciliation Day. These students provided staff, students and the community with a brief history of the Aboriginal and Torres Strait Island flags and the history of the Reconciliation process. A power point presentation accompanied this valuable information. The students, along with class 4M, concluded the ceremony with a stirring rendition of “I Am Australian”, backed by a power point presentation of Claremont Meadows Public School students at work and play.

Later in the year another special ceremony was held, this time lead by teacher and Wiradjuri member Kerry Jackson. This ceremony recognised the importance of Indigenous cultures during NAIDOC Week. Students, staff and the wider community were provided with the history of NAIDOC Week, presented again by the school’s proud Indigenous students. As part of these celebrations each class completed Indigenous artworks which adorned the hall walls. The artworks were beautifully created and presented and some were later entered into the annual Penrith Show.

Continuing on with the outstanding artwork theme class 4M entered into the NSW Fire Brigade’s Art competition which was comprised of Indigenous and non-Indigenous components. Adam Giles-Wilson was chosen as a finalist in the Indigenous category and is awaiting notification of whether his artwork will be painted onto the wall of Redfern Fire Station.

Respect and responsibility
Positive Behaviour for Learning - PBL

As a PBL (Positive Behaviour for Learning) school we have continuously worked towards positive outcomes for all members of the Claremont Meadows Public School learning community during 2010.

During the past year we have continued to reinforce our PBL school rules of being ‘SAFE, RESPECTFUL, RESPONSIBLE, LEARNERS’. The PBL rules are taught explicitly throughout the school as part of our school programs.

Part of being a PBL school includes undertaking both self-assessment and assessment surveys conducted by the PBL Team. These surveys assist the PBL team to facilitate changes and decision making and formulate positive action plans each year.

Data results and team discussions have lead to the continued implementation of the following programs:

- Buddy classes K-6
- Kindergarten Buddy System
- Continuation of school award system
- Student Representative Council and Student Leadership opportunities
- Star of the Week Award and the implementation of the following:
  - Positive Intervention Plan - displayed in all classrooms
  - Training of more staff in PBL and the updating of skills for the PBL team

Students are rewarded throughout the year for their behaviour and academic achievements. Through: Class, Assembly, Team Leader, Principal and Honour Awards also Recognition Day; Principal’s Morning Tea and Token Barbecues.

Across 2010:
287 Principal Awards
44 Honor Awards
8 School Medallions

were presented to our students.

Other programs
Excursions and Camps

This year the students of Claremont Meadows Public School attended various excursions that related to various Key Learning Areas across the curriculum within a variety of topics to compliment and enrich their learning outcomes.

One hundred and two (102) Year 5 and 6 students attended an excursion to old Government House and
Elizabeth Farm in Term Two. Students found that the hands on activities, role playing and the interviewing of key characters enhanced their understanding of the Macquarie era.

One hundred and fifty eight (158) Kindergarten, Year 1 and Year 2 students attended a Braveheart’s presentation at the school to raise awareness of some sensitive Child Protection issues in a relaxed, non-confrontational environment on the 27th May.

K-6, participated in the Life education visits at the Life Education Centre at Colyton, where students are provided with a unique opportunity to learn about healthy life choices.

95 Year 5 and 6 students and four staff attended an overnight excursion to Waterslea which is located on the Shoalhaven River. Students visited the Botanic gardens discovery centre in Wollongong, took part in a Dolphin watch cruise, spent the afternoon at the Laddie Aboriginal Arts and craft complex, where they learnt to throw a boomerang, locate and taste bush Tucker and painted their own boomerang, using traditional aboriginal colours and design.

Ninety eight (98) Year 3 and 4 students took part in an overnight excursion to the South Coast which involved a visit to the Nan Tien temple to enhance our HSIE unit on people and their beliefs and to the observatory and planetarium to support our Space unit at the beginning of the year in Science.

Sixty two (62) Kindergarten students made the expedition to Calmsley Hill Farm to enrich their Literacy learning outcomes in Term 4.

Stage 1, Years 1 and 2 students, went to the Power House centre in Castle Hill to increase their knowledge and experiences in their Science and HSIE programs.

Thirty five (35) students were selected to attend the Penrith City Catchment Tour which was held on 24 August. Students had the opportunity to visit Warragamba Dam, participate in planting 200 trees, as well as learning about the protection and management of one of our greatest resources- fresh water. Students were complimented on their behaviour and enthusiasm throughout the day.

These learning experiences assist in providing quality learning experiences for our students and unique teaching opportunities that enrich our lessons in our quest to achieving academic excellence at Claremont Meadows Public School.

PREMIERS READING CHALLENGE

Claremont Meadows Public School once again enjoyed outstanding success in the Premier’s Reading Challenge. Two hundred and three (203) students completed the challenge in 2010, receiving certificates, with eighteen (18) of these students to achieve Gold Award Certificates for four successful Years in The Challenge. K-2 students experience 30 books and Years 3-6 students read 20 books in a 12 month period, providing encouragement for students to experience quality literature. Year Six students: Emma Ulfatbahar and Thomas Phelps are to be particularly commended for completing the challenge for 7 consecutive years! Congratulations to all students who participated.

University of NSW Competitions

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
<th>Credits</th>
<th>Distinctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>16</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Maths</td>
<td>31</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>26</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Writing</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Computer</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>22</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2010, one hundred and fourteen students across the school competed in the University of New South Whales competitions. Claremont Meadows Public Students participated in the Computer, English, Writing, Spelling, Mathematics and Science competitions. There were twenty four credits and four distinctions awarded to students.

Distinction Recipients

Mathematics:
(Year 3) Preston Wilson
(Year 6) Michael Meijer

Science:
(Year 3) Dhivy Srikantharajah
(Year 4) Gulbaz Khan

Progress on 2010 targets

Target 1

Mathematics

Goal: All students achieving to their highest potential with the aim of achieving at or above stage outcomes for Numeracy across all grades.

Our achievements include:

A problem a day has been introduced and will continue across all classes in 2011.
In 2010 Mathletics was introduced K-6 with 90% accessing the program on a regular basis. The program whilst an excellent teaching tool had a few teething problems with staff needing to be trained and up skilling their computer knowledge. Components are now regularly included as homework activities and in lesson tasks. The range of activities consolidates basic skills; provides for drill and practice; supporting class programs and practices and increases students automaticity. The program will continue in 2011 to consolidate and deepen student’s skills.

Target 2
Technology.

Goal: To establish a scope and sequence of computer skills K-6 for students to experience and master; leading to computer literate students.

Our achievements include:

- Eleven (11) classrooms now fitted with and fully implementing interactive whiteboards as part of their teaching and learning practices.

- A K-6 skills based scope and sequence document has been drafted and trialed in the second half of 2010. This document will be refined and implemented through all grades in 2011.

- Tracking of the use of technology indicates all available equipment is being extensively used. Mobile lab is heavily booked out and its capacity is to be increased further over the next 18 months. Computer room fully booked each week. The School in conjunction with the P&C is fund raising to ensure interactive whiteboards are in all classrooms as soon as financially possible.

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 Learning and Mathematics and the 2010 whole school introduction to Mathletics.

Educational and management practice

Learning

Background

A survey was conducted across the school community to evaluate current practices and beliefs about learning. Educational changes have occurred over the last two years due to a dramatic increase in the access to and use of technology.

As a result the survey is being used as a tool to develop data to determine the school community’s understandings of student learning practices.

Findings and conclusions

The following data has been collected and considered highly reliable due to the extensive response rate.

Students: 388 responses which was all students present at school on the survey day from grades K = 100%

Teachers: 17 responses = 100% present at time of survey

Parents: 169 responses from 320 families were received = 53 % response rate. (note: this is lower than normally received)

Data (%) equals all responses combined in the two areas of Almost always and Usually.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classrooms are interesting</td>
<td>100%</td>
<td>85%</td>
</tr>
<tr>
<td>2. Student learning is communicated to parents.</td>
<td>96%</td>
<td>38%</td>
</tr>
<tr>
<td>3. Students and staff have access to and use of appropriate equipment to learn</td>
<td>100%</td>
<td>66%</td>
</tr>
<tr>
<td>4. People other than the classroom teacher assist in learning.</td>
<td>94%</td>
<td>77%</td>
</tr>
<tr>
<td>5. The school sets and has high expectations of its students</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>6. Students take pride in their learning</td>
<td>88%</td>
<td>96%</td>
</tr>
<tr>
<td>7. A balance in independent and group learning is provided.</td>
<td>94%</td>
<td>71%</td>
</tr>
<tr>
<td>8. Student try new and different tasks</td>
<td>88%</td>
<td>81%</td>
</tr>
<tr>
<td>9. Students reflect on their own learning</td>
<td>88%</td>
<td>85%</td>
</tr>
</tbody>
</table>
10. Teachers are continually upgrading their skills

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>87%</th>
<th>89%</th>
</tr>
</thead>
</table>

11. Teachers share ideas about teaching and learning.

<table>
<thead>
<tr>
<th></th>
<th>94%</th>
<th>77%</th>
<th>87%</th>
</tr>
</thead>
</table>

Findings:
- All staff responses where 88% or higher.
- All student responses where 70% or higher (with the exception of two areas).
- All parent responses where 70% or higher (with the exception of one area)

The common area of concern for both Parents and Students was that of ‘student’s learning is communicated to parents’. On follow up discussions with both students and parents it is believed that the response rate was lower due to a misunderstanding of the question. Both groups considered mainly report cards and half yearly parent teacher interviews are the form or communication and had not considered:
- Communication letters
- Newsletters
- Discussions between staff and parents both face to face and by phone.
- accessing information on our website.

The second area of concern for students was ‘students and staff have access to and use of appropriate equipment to learn’.

Again through follow up discussions it was discovered that student’s perception of learning equipment was limited to classroom books and general equipment and they had not considered including technology and library resources and on reflection indicated that they would have been far more positive in their responses.

**Future directions**

From this data it is apparent that our practices on learning are strongly supported but require more communication to both Parents and Students about what it involves. We will endeavour to do this through all current lines of communication whilst also including it in classroom / teacher explanations and where appropriate on assemblies.

**Curriculum**

**Mathematics - Mathletics**

**Background**

As part of our school target to improve Numeracy outcomes K-6, our school introduced MATHLETICS across all classes. Through this program we were able to

- Engage and motivate students to improve core mathematical skills
- Access 1000’s of interactive practice activities and tests
- Track student mastery of concepts and report on student progress
- Set learning activities for home and/or school
- Customize content to support individual differences
- Extend gifted students and support struggling students

The score each student gained after first completing an activity was collated and measured against subsequent scores achieved after completing the same activity. Each time an activity was attempted a different set of questions were presented to students.

**Findings and conclusions**

Overall school usage results for the period January – October were as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Mathletics Correct Answers</td>
<td>791291</td>
</tr>
<tr>
<td>Full Curriculum Correct Answers</td>
<td>367878</td>
</tr>
<tr>
<td>Participation Certificates</td>
<td>1994</td>
</tr>
<tr>
<td>Total Star Improvers*</td>
<td>5045</td>
</tr>
<tr>
<td>Average Int Attempting</td>
<td>70%</td>
</tr>
<tr>
<td>Average Final Attempt</td>
<td>94%</td>
</tr>
<tr>
<td>Average Improvement</td>
<td>34%</td>
</tr>
</tbody>
</table>

*A Star Improver is a student who has made significant improvement (more than 10%) on a particular activity.

**Top Five Concept Masters**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher Name</th>
<th>Concept</th>
<th>Concept Value</th>
<th>Concept %</th>
<th>Concept Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Miller</td>
<td>Max Card Dalon</td>
<td>154</td>
<td>152</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>Oliver White</td>
<td>Max Card Dalon</td>
<td>199</td>
<td>151</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Emma Brown</td>
<td>Max Card Dalon</td>
<td>189</td>
<td>145</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Tom Smith</td>
<td>Max Card Dalon</td>
<td>185</td>
<td>138</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>Jacob Parker</td>
<td>Max Card Dalon</td>
<td>164</td>
<td>137</td>
<td>84%</td>
<td></td>
</tr>
</tbody>
</table>

*Concept mastery level is 85% on any pre test, activity or post test.

**Future directions**

The MATHLETICS program was highly evaluated by all Grades 1-6, however, Kindergarten had difficulty with students being able to access computers to attempt activities set. To help solve this problem, two lunchtimes a week were set aside for students to access MATHLETICS in the computer lab in the Library.

MATHLETICS was set as Homework Tasks across majority of grades and students enjoyed reaching different levels of achievement and displaying their certificates in class for all to see.
The introduction of CHALLENGER allowed students to sit numeracy and literacy NAPLAN practice tests online or with paper and pen. The automatically marked and tracked results gave teachers more time to help students revise and re-teach concepts causing concern.

As staff became more confident in using Mathletics, the benefits of the program and the broad range of valuable resources became apparent.

The teaching staff at Claremont Meadows together with the Mathletics Program team; have decided to celebrate student achievement and to engage students to achieve concept mastery in 2011.

Parent, student, and teacher satisfaction

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

Their responses are presented below.

Through the use of our survey data on Learning we can conclude that on the whole Parents are very satisfied with our teaching and learning practices. Further our whole school events are very highly attended with 90% (approx) of students having a family representative(s) at our: Seniors Day; Open Day and Book fair; Celebration of Learning Assembly and Christmas concert.

Professional learning

Staff attended weekly professional development meetings as well as courses provided by the Department of Education and Training.

Professional Learning priorities in 2010 were:

- Quality Teaching Framework: Elements 1 and 2.
- Policy development finalising and implementing 10 new policies.
- Technology and the use of interactive white boards.
- Implementation and the technology skills required for Mathletics.

School development 2009 – 2011

The following targets have been developed based on the 2009-11 Management plan and a three year growth plan for Claremont Meadows Public School.

Key areas include:

- Staff identifying areas of professional development.
- Student achievement data – Literacy and Numeracy focus.
- Student engagement and retention.
- Technology.
- 2011 Quality Teaching Framework: Elements 5.6 and 7.

Targets for 2011and 2012

Target 1

Reading for Meaning

Following a review of all data including school results, Best Start and NAPLAN it is apparent that students (all different ability levels) continue to have some difficulty obtaining meaning from written content in all areas of the curriculum. To enrich these skills a focus will be on reading for meaning. Reading and understanding the content skills and processes involved

Strategies to achieve this target include:

English focus

- All staff grades 1 and 2 staff working collaboratively with a Literacy / Numeracy consultant to refine the use of Best Start materials and teaching practices. The focus area will be Comprehension skills
- The six (6) strategies for comprehension from the Focus on reading 3-6 programs 2010 will be trialed across all Primary classes.
- Conducting Parent workshops on decoding and reading for meaning. These will be pitched at specific focus areas to cater for the younger – beginning reader to the older reader and their needs.
- The School Magazine will continue to form an integral part of teaching students to read and provide a rich document from which to generate discussion points, language skills and word meanings and provision of different text types within each magazine. These magazines are supported with detailed teacher guidelines and activities for students to access.
- Continuation of the use of Running records and assessment practices K-6 ensuring comprehension levels are equal to reading ability and at or above grade / age level. Resources include: Bench marking and PM readers for K-2 and Fast Zones 3-6.
- Students encouraged to be actively involved in the Premier’s Reading Challenge.

Mathematics focus

- Mathletics – was introduced in 2010 and will be continued in 2011 to support current programs.
and continue to develop speed in skills performance. Within the program students will be taught how to read the instructions and implement the appropriate skills.

Our success will be measured by over a 2 year period:

- All students reaching or performing above appropriate benchmark levels grades K-2. Desired minimum levels are: Kindergarten Level 8; Year 1 level 18 and Year 2 – level 26+
- All students achieving above minimum standards in NAPLAN.
- Students actively engaging in reading for enjoyment and meaning and using reciprocal strategies in all learning areas.
- Mathletics fully implemented Grades 1-6 with an introduction provided to Kindergarten.
- Increased number of participants in the Premiers Reading challenge

**Target 2 - Positive Behaviour for Learning (PBL)**

Following a review of our practices over the last 5 years it was determined that a number of our practices were now outdated due to: staff changes; new buildings and playground changes.

At the end of 2010 staff revised a number of key practices and these will be introduced in 2011.

**Playground behavior.** These include:

- Designating areas of play and the requirements for those areas.
- Changed terminology to ensure everyone understands the terms being used for when playground usage has been changed. Now in use: **Black day** – students remain inside throughout the day (weather extremes heat / rain etc). **Red Day** students to remain within the line of the buildings and the passive play area (back oval not in use). All other terms no longer to be used.
- Management of playground behavior – introduction of positive and negative slips. When a student has demonstrated desired behavior they will be given a positive behavior slip. Where an inappropriate behavior has been displayed the following agreed practices will be implemented by all staff.

Behaviour management practices agreed to for low level inappropriate behaviour incidents:

1. Rule reminder
2. Walk with the teacher/time out – time determined by child’s age and professional judgment based on the situation (i.e. 5,6,7 minutes).

3. Playground notification – sent to classroom teacher.

Playground Notification Card to be forwarded to the student’s class teacher at the next appropriate time. This can include placing them in teacher’s pigeon holes. Class teacher’s are to record data in specially developed folders.

The loss of Recognition Day can only be implemented if the parents have been informed in writing – from an Assistant Principal or the Principal and where Parents have been informed by phone where contactable and time permits.

Pink (classroom) and Green (playground) behavior slips will still be implemented but with educating all students that these are for serious breaches of behavior. That should your name be included on a slip – this does not mean you are in trouble – educate students on the need for witnesses and the role that plays.

- Update staff training in Positive Behaviour for learning practices.
- Across 2011 review our school rules and welfare practices (Staff Development Days 2 & 3). Our success will be measured by:
  - Low level playground behavior effectively managed in agreed and consistent practices.
  - Positive behavior acknowledged and rewarded regularly by class teachers.
  - Members of the PBL Team actively involved in training and development opportunities.
  - PBL practices a focus of two staff development days to review our practices and modify to suit school needs and best practices.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Ms Sharon Le Ban - Principal
Mrs Marianne Hodgkins- Assistant Principal
Mrs Brooke Green - Assistant Principal
Mr Tony Jeff - Assistant Principal
Mrs Janene Dwyer- Assistant Principal
Ms Delany- Rel. Assistant Principal
Mrs Gail Tuckwell – Senior Administrative Manager
Mrs Henderson – Teacher
Mrs Jackson – Teacher
Mrs Sheppeard - Teacher
Mrs Mitchell – Teacher
Mr Murray – Teacher
Mrs McQuillan – School Administration officer
Mrs Kathy Vickers – P&C President.

**School contact information**
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Web: www.claremontm-p.schools.nsw.edu.au
School Code: 4622

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: