Our school at a glance

Students
Claremont Meadows Public School offers quality educational programs for students living in the area. In 2009 we effectively met the needs of 401 students.

Staff
Claremont Meadows has a highly skilled and dedicated staff who promote 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:
- Foot Steps dance program
- Dance performances at the Penrith Valley Performing Arts Festival
- Operation Art Selection
- Art work success at the Penrith Show.
- Art work displayed at the Nagoya Exhibition in Japan

Science – Solar Boat challenge achieving 2nd and 4th place at the Regional level.

Special programs in:
- Crunch and Sip
- Premier’s Reading Challenge

Special Events:
- Seniors Day
- Education Week and Book Fair
- Literacy and Numeracy Week.
- Aboriginal Cultural Day.

Student achievement in 2009

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 2009.

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
P&C and/or School Council message

The Parents and Citizen's Association meets on Tuesday evenings at 7pm in weeks four and eight of each school term. The P&C effectively works in partnership with the school. Across 2009 the P&C, in collaboration with the school, allocated a substantial amount of funds to be spent in various ways on identified needs. All stages of the school were considered and items were purchased and updated.

Some of our achievements included:

- The purchase of a marquee with the School's name and symbol printed on it at a cost of $2075.
- Payment for students in Years 5 & 6 to attend the CARES bike safety program. Cost - $380.
- The final payment for the school's commander system Cost - $1970.
- $8000 presented to the school for the purchase of Literacy and Numeracy hands on learning materials.
- Payment of $1000 to the school to purchase end of year awards.
- Commenced fund raising through our successful walkathon for the air conditioning of our new classrooms (on completion) $5000 has been put aside.

On behalf of the P&C, I would like to take the opportunity to thank all parents and children of Claremont Meadows Public School for a great year of fundraising.

I would like to also take the opportunity to thank all members of the P&C and parent helpers for volunteering their time to assist in activities and helping us reach our goals. A huge thank you to: Ms Le Ban, Mrs Green and Mrs Tuckwell for attending our meetings and presenting their full support to the P&C. To the wonderful teaching and administration staff we thank and acknowledge you for your support, skills, motivation and passion in teaching and caring for our children on a day-to-day basis. Our school is a truly positive and collaborative learning environment thanks to all your efforts.

President: Kathy Vickers and the P&C Committee.

Student Representatives' message

2009 Prefect Body

In 2009 our Captains were:

Sarah Cullen  Heinkel Dulay
Prefects:

Eliska Bunter  Jacob Bridgman
Brianna Fields  Cody Mavin
Tayla West  Curtis Robinson

Throughout 2009, 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.

School Captains: Sarah Cullen and Heinkel Dulay.

The Student Representative Council (SRC) continued throughout 2009 with two members from each of the classes 1-6, elected to be class representatives.

The SRC met regularly each term to discuss issues within the school community and assist in the planning of events.

To commemorate ANZAC day the SRC laid wreaths on behalf of their classes in our Whole School Assembly.

The SRC assisted the P&C by promoting the School Disco through discussion in classes and assemblies.

Our school Talent Quest was promoted by the SRC who then ran the Showcase of Talent for the School’s entertainment.

Sports equipment was provided by the SRC for each class to utilise at recess and lunch time play.

Claremont Meadows School Representative Council
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 enrolments over the past two years have been in the low four hundreds with a steady decrease evident over a four year period. This was largely due to the area settling and students progressing through to high school.

It is anticipated for some growth to occur over the next two - three years as there are increasing numbers of new families with young children moving into the area. This is coupled with four new housing estates being built within the school drawing area.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>236</td>
<td>226</td>
</tr>
<tr>
<td>2006</td>
<td>248</td>
<td>226</td>
</tr>
<tr>
<td>2007</td>
<td>233</td>
<td>220</td>
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<tr>
<td>2008</td>
<td>218</td>
<td>215</td>
</tr>
<tr>
<td>2009</td>
<td>204</td>
<td>197</td>
</tr>
</tbody>
</table>

Student attendance profile.

Claremont Meadows P.S generally has a high attendance rate. In 2009 we were greatly affected over a three week period where Swine Flu and a stomach virus caused significantly high numbers of student and staff absences.

With this in mind; our whole school attendance rate (94.7) continues to be at a higher rate than both the Region (92.1) and the State averages (92.1).

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 everyday.

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 and structure as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1/2A</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1/2A</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>30</td>
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</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
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 three part time (including the General Assistant) employees.

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>
</tr>
</tbody>
</table>

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

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>additionally- Postgraduate</td>
<td>35%</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>30/11/2009</th>
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<tbody>
<tr>
<td>Income</td>
<td>$153,061</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>179,097</td>
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<tr>
<td>Global funds</td>
<td>54,430</td>
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<tr>
<td>Tied funds</td>
<td>124,484</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5872.30</td>
</tr>
<tr>
<td>Interest</td>
<td>6172.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>523,119</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 28,725
- Excursions: 25,364
- Extracurricular dissections: 55,086

Library: 5,021
Training & development: 1967
Tied funds: 96,558
Casual relief teachers: 43,006
Administration & office: 70,296
School-operated canteen: 0.00
Utilities: 30,803
Maintenance: 21,811
Trust accounts: 8,523
Capital programs: 11,399

Total expenditure: 398,565

Balance carried forward: 124,554

Whilst the balance carried forward looks substantial, a large proportion of the money is committed to special programs and salaries and is not available for general expenditure.

In 2010 money has been set aside to purchase two additional Interactive Whiteboards and a new photocopier (approx $30,000).

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

Claremont Meadows Public School is very proud of the opportunities and experiences provided for all our students.
Achievements

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 creative and performing art's programs at Claremont Meadows Public School. Student’s creative talents in the Visual Arts are nurtured. It was a very successful year for our students.

- Our first big exhibition of student work was for the “Grandparents Day Celebrations”. All students created a portrait of themselves which made a fantastic display in the Hall.
- Artwork by Lily Danby, Isabelle Montillano, Ebony Wells and Bailey Watts were selected for the Department’s prestigious International Nagoya Exhibition. All four entries for the Nagoya Exhibition in Japan were outstanding and now will be on display around the world.
- A visual display from each class was exhibited in the school library for book week.
- Darcy McQuillan’s entry in the “Western Sydney Environment Calendar 2010” was acknowledged with a highly commended award.
- Badi Ahmed’s entry in the “Silent Story Competition” for the School Magazine, Count Down, was selected and printed in the November Issue.
- 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

Eliza Lean
Shaun Groves, Corey Dowle, Dean Teremoana, Faith Dose and Darcy McQuillan.
All entries have made a fantastic display in our Hall.

Students from Year 3 and 4 have submitted entries for the “Christmas Card” design competitions for our State and Federal Ministers of Parliament.

Jacqueline Cocking from Year 3 was the successful winner for our State member Mrs Dianne Beamer’s competition. She was personally awarded a lovely certificate and gift voucher and her design was used on Mrs. Beamer’s Christmas cards. Congratulations Jacqueline!

Entries for the 2010 Multicultural Calendar and Harmony Day competition will be submitted.

Performing Arts- Dance

In 2009 we had two (a senior Years 5-6 and a Junior Years 3-4) dance groups operating under the training of Ms Melville. The students learn’t a range of dance steps and put together dance routines. Our Senior Dance group had the opportunity to perform at the Penrith Valley Performing Arts Festival and both our Senior and Junior groups performed at the Blue Mountains/Nepean Dance Festival. A lot of hard work was rewarded with great performances and much enjoyment from all involved. A special thanks is extended to Ms Melville for her great work with the dance groups. Special thanks also to Mrs Gail Tuckwell and Mrs Margaret Wood for their much appreciated assistance with costume making.

Public Speaking and Oral Reading competitions:
Students from K-2 competed in the annual Oral Reading Competition. All students are encouraged to participate at a class level, with three students from each class then chosen to compete in the grade final. Three students from each grade then competed for their respective K-2 title as decided by a guest adjudicator, Mrs Tracey Duclos’ Principal of Werrington County Public School. Congratulations to the winners for 2009:

Kindergarten Winners

Year One Winners

Year Two Winners

Students from grades 3-6 similarly competed in class and grade finals. The winners of each grade went on to represent our school in the Penrith Valley Public Speaking Finals with out standing success.
In the last week of Term 3 the Penrith Valley Public Speaking Competition was held where our school had the greatest representation! We had five students: Corey Dowle (Yr3) Jordan Thompson (Yr4) Naomi Zammit (Yr 5) and Jennifer Zuleni and Cody Mavin (Yr6) representing our school. Each student gave an outstanding performance. Unfortunately all couldn’t be winners.

Cody Mavin won the Year 6 Division and this was his third consecutive year of winning his age group, an outstanding achievement.

On the 11th March we took a squad of 21 swimmers to Penrith pools for the District Swimming Carnival. Five students went on to represent the Penrith District at Homebush Aquatic Centre at the regional swimming carnival.

- Ryan Gregory in freestyle, breaststroke, butterfly and the individual medley.
- Ryan Gregory, Dylan Franklyn Smith, Jack Redman and Reece Pospishil competed in the Junior boys relay team.

A team of 48 students participated in the Penrith District Cross Country Carnival at Jamison Park. Claremont Meadows Public School placed 6th in the district during this event due to our very successful results. In the different age groups these were:

- 6th – Chantelle Travato
- 2nd - Reece Pospishil
- 1st - Ryan Gregory also named District Age Champion
- 4th - Naomi Zammit
- 3rd - Ryan Butler
- 1st - Bridgette Potter also named District Age Champion for 2009

These 6 students represented the Penrith District as part of the cross country team that ran at Castle Hill Showground for the Regional Cross Country Carnival.

A very successful Athletics Carnival saw most primary students compete in as many as six events. Thirty nine went on to represent our school at the Penrith District Athletics Carnival, where not only were the students extremely well behaved but also extremely successful. Many talented students competed in semi- finals and finals with great success. Particular mention needs to be made of Bridgette Potter who broke a District Athletics record in long jump which now stands at 4m 94cm.

At the conclusion of this two day event Bridgette was named as the 12 Yr Girls District Athletics Champion.

This year we had our largest number of students from Claremont Meadows Public School representing Penrith District at the Sydney West Athletics Carnival at Homebush and again Bridgette had success and went on to represent Sydney West Region in the State Athletics Carnival.

Bridgette was also selected to be part of the Sydney West Soccer team.

Our school based sports program continued to support the development of social skills across the whole school in movement and games. In Term 3...
we saw the inclusion of AFL in the K-2 sports program and we were fortunate to again have the opportunity to have students from the University of Western Sydney (UWS) completing their Physical Education Teaching degree come and support our students in developing their gross motor skills for Years 3-6. Students have recently completed our very popular swimming scheme program which is run over 10 days.

Claremont Meadows entered teams in two Gala days- the Greg Alexander Cup and the Royce Simmons Shield but due to the bad weather and the continual postponement of these days we unfortunately could not participate. Special mention needs to be made to Mr Busutil and Mr McDonough for giving up their time to train the students during their lunch break. We did participate in the Panther Trophy after it was also postponed on several occasions which saw Mrs Henderson and Mr McDonough go to Whalan Reserve and take part in this round robin event.

Early in Term 4 students from Years 3 and 4, under the supervision of Mrs Henderson participated in the Cottee’s five a side soccer tournament.

As always, parents were an essential part of running a successful sports program and their regular assistance is greatly appreciated.

Other

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

These included:
- 108 Stage 2 (Yrs3&4) students participated in a Katoomba Falls excursion.
- 158 students from Kindergarten, Year 1 and Year 2 attended a Braveheart’s presentation at the school to raise awareness of some sensitive Child Protection issues in a relaxed, non-confrontational environment.
- 369 students, K-6, participated in the Life Education visits at the Life Education Centre at Colyton. Where students were provided with a unique opportunity to learn about healthy life choices.
- 94 Year 5 and 6 students had a Zoo Snooze at Taronga Zoo to assist in the facilitation of their Stage 3 Science outcomes.
- 98 Year 3 and 4 students took part in an overnight excursion to Mowbray Park for a farmstay which provided them with an opportunity to experience what life is like to live on an actual farm, to compliment their HSIE learning outcomes.
- 59 Kindergarten students made the expedition to Featherdale Wildlife Park to enrich their Literacy learning outcomes.
- Stage 1 student’s (Yrs 1 & 2), went to the Rocks in Sydney to increase their knowledge on ‘Houses Now and Then’.

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.

Solar Boat Challenge
In 2009 Claremont Meadows Public School participated in the Solar Boat Challenge for the third consecutive year. After our unexpected success with CMPS Rocks in 2007 and the outstanding success with Speed Machine, who were awarded National Champions in 2008 there was an overwhelming response by the students wanting to participate this year.

With 25 enthusiastic students wanting to take part we sought the support of last year’s sponsor Telstra, who were very happy to provide us with the opportunity to participate in this wonderful event again.

We were also very fortunate to have Penrith City Council offer to sponsor us for the third consecutive year. As a major sponsor of the event they were hoping we could replicate our success from 2008.

Due to our high level of participation and commitment to the challenge, Claremont Meadows was asked to provide the official press release for the event. We were also invited to participate in a number of interviews for local papers. This was a wonderful opportunity for our students.

After many busy and challenging months the two teams emerged with their boats, ready to compete. Our very capable students presented their boats to the judges explaining the complete process from initial designs to final wiring and paintwork. Points from this process were added to race points earned in the pool.

The Echo team, sponsored by Penrith City Council, worked cooperatively to overcome technical difficulties, proving the work was all their own. They were awarded 4th place for their hard work and perseverance.

Turbo Telstra fought hard to defend our title and in the end were awarded 2nd place – a wonderful result for a committed group of students.

The Solar Boat Challenge allows students to come together to cooperatively design, create, build and evaluate to produce an end product they can be extremely proud of.

Our appreciation is also extended to the family and friends who came along on the day to offer support and encouragement.
Occupational Health and Safety
As per the Department of Education guidelines Claremont Meadows operates a very efficient and effective OH&S Committee.
In 2009 our OH&S committee successfully fulfilled School and Departmental requirements. As a team we reviewed the schools OH&S policy and procedures and developed and implemented policy revisions in keeping with the changing needs of the school. Some of the areas of improvement included new evacuation and lockdown procedures, standardised hazard reporting procedures and increased communication with staff regarding OH&S issues.
Our school also achieved a 100% pass in the Departmental OH&S audit which is a legal requirement of all Government schools. Special acknowledgement in this regard is made to Ms Le Ban and Mrs Tuckwell for their preparation of audit documentation.
The school has a strong OH&S committee consisting of 11 members of staff. Miss Martin-chairperson, Mrs Le Ban-Principal and site manager, Miss Reid-Secretary, Mrs Tuckwell, Mr Brown, Mrs Wattling, Mr Jeff, Mrs Green, Mrs Jackson, Mrs Sutton and Mrs Vleeskins.

2009 Literacy and Numeracy Week
Students, parents, grandparent, family members, friends and staff took part in a combined Literacy and Numeracy Week. They shared learning, breakfast and morning tea celebration. 745 people participated in the whole school celebration with 315 being guests to our school. The aim of the day was to encourage and share the learning process with members of the community in a positive and rewarding manner. The outcomes were successfully fulfilled with many relationships, both professional and academic strengthened and reinforced.
The ‘Breakfast & Books’ session provided the students and guests a tool to share in the enjoyment of reading for entertainment and acquisition of knowledge followed by an enjoyable breakfast.
‘Mathematics & Morning Tea’ brought guests into the classroom to participate in a variety of mathematical activities. It was the aim of the session to develop, build and strengthen bonds between the school and home environments, sharing ideas and the transfer of knowledge. This was directly followed by a relaxed and friendly morning tea had by all.
This program was a huge success and we hope to be able to run it on a yearly basis.

Technology and Computer Education
Technology is a large feature of current life and across 2009 we made significant acquisitions to enhance our technology. Through School funds; Department of Education provisions and money received through the Federal Government’s National Schools Pride initiative we have the following equipment available to our staff and students.

- At least two computers per classroom that are connected to the school’s network.
- A pod of 16 computers in the library, with one connected to a large screen through a data projector. Every class is timetabled to use the computer lab each week.
- A portable trolley containing 16 laptop computers that can connect by wireless to the school’s network. The laptops can be used in any classroom in the school.
- A ‘connected classroom’ that has an Interactive Whiteboard with video conferencing facilities. This can be used to provide interactive lessons between ourselves and other establishments throughout the world.
- A further seven Interactive Whiteboards have been installed allowing us a total of 8 boards across 16 classes.

Several members of staff have received training in the use of the Interactive Whiteboards and it is anticipated that the learning opportunities for the students will be greatly enhanced following their introduction.

It is anticipated that, in the not-too-distant future, every classroom at our school will be equipped with an Interactive Whiteboard and that the increase in the number of computers will lead to even more learning opportunities available to the students at Claremont Meadows in the area of Computer Education.

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 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)

Literacy – NAPLAN Year 3
The following graphs on Year 3 indicate an overall increase in percentages of students achieving in bands 4, 5 and 6. This is further reflected by the high percentages of students attaining at or above minimum standards. Whilst our current data is slightly below state average, in all areas our students have performed above the LSG (Local School Group).

Numeracy – NAPLAN Year 3

In the area of numeracy there is quite a spread of results, with a very strong percentage growth in Band 5. 93% of students achieved at or above minimum standards and whilst slightly below state average (8.8%) we achieved (24%) above the Local school group.

Literacy – NAPLAN Year 5

All data results indicate that our Year 5 student performance is within (3%) points of the Local school Group.
Numeracy – NAPLAN Year 5

Our data reflects some movement into the higher grades for numeracy but working mathematically continues to be an area requiring greater attention.

Progress in literacy

Average progress in Reading for matched students. In 2009 a dip resulted, which on examination of the data shows that some simple errors in comprehension and following the text occurred. Attention to this will occur in all classes across 2010.
Average progress in Writing for matched students. Our students continue to benefit by the programs operating at Claremont Meadows achieving above State average.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>School</td>
<td>82.4</td>
<td>111.9</td>
<td>71.1</td>
</tr>
<tr>
<td>LSG</td>
<td>78.3</td>
<td>72.1</td>
<td>62.5</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in Numeracy for matched students indicates that as a school we are making similar gains, however we have a margin to work on to bring us up to and beyond state averages. Maths is part of the schools 2009-11 focus.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.7</td>
<td>79.9</td>
<td>82.7</td>
</tr>
<tr>
<td>LSG</td>
<td>84.7</td>
<td>83.3</td>
<td>95.2</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
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</table>

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

Data reflects a very high achievement rate for all students achieving at or above minimum standards in Year 3. Punctuation and Numeracy will be extended in 2010 to further develop all student capabilities.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

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

Data reflects a very high achievement rate for all students achieving at or above minimum standards in Year 5. Punctuation and Grammar will be reviewed further in 2010.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Claremont Meadows P.S. endeavours to provide our students with a range of teaching and learning experiences.

Aboriginal Education

Claremont Meadows Public School has two very proud Indigenous teachers who seize any opportunity to share with the 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.

Other classes were provided with experiences on the Dreaming, dances and songs and the history of making and decorating boomerangs.

The whole school was invited to participate in two separate celebrations during the year to recognise the significance Indigenous people and their culture hold in our history and in our future development.

Local Elder and grandfather of two students, Colin Gale, opened the National Reconciliation Day ceremony with “N’allawah Daruga Nora” meaning “Come sit on Darug Land”. After providing students, staff and community members with valuable and interesting local history, a number of Indigenous students presented a brief history and explanation of the Aboriginal and Torres Strait Island flags. Information was then presented explaining the Reconciliation process. The ceremony ended with a moving call for all Australians, Indigenous and non-Indigenous, to unite to recognise and appreciate our history and to participate in the building of our future together.

Later in the year the whole school was again invited to participate in an in-school Indigenous education program called ‘An Indigenous Experience’. Students rotated between activities
where they could watch, listen, ask and learn about different facets of Aboriginal culture. The students and staff gained an insight into artifact making as they watched a block of wood being transformed into a shield and a club, which were later presented to the school as a special gift.

They were also taught about the different art techniques and how they made the paint whilst painting their own designs on wooden boomerangs which were theirs to keep as a reminder of the information passed to them. Students and staff were amazed by the sounds of the didgeridoo and other instruments that can be used to enhance the wonderful stories or dance which are so important to this culture. The day culminated in a whole school performance of Aboriginal language and music that mesmerized all who were present.

Premiers Reading Challenge
Claremont Meadows Public School once again entered the Premier’s Reading Challenge in 2009 with fantastic results. 249 students completed the challenge and received a certificate with 49 of these students receiving Gold Award Certificates as they have completed the challenge for four consecutive years. Students in K-2 have experienced 30 books in order to achieve the challenge, while 3-6 students were required to read 20 books in a 12-month period. Congratulations everyone!

University of NSW Competitions

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
<th>Credits</th>
<th>Distinctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>16</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Maths</td>
<td>25</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Distinction recipients
Spelling: Deshan Jayawardane (Year 3)
          Darcy McQuillan (Year 3)
          Lauren Gordan (Year 4)

Mathematics; English & Computers:
          Deshan Jayawardane (Year 3)

Multicultural Education
Claremont Meadows has a rich mix of cultures and backgrounds. All students are acknowledged and respected.

Respect and responsibility
As a PBL (Positive Behaviour for Learning) school we have consistently worked toward positive outcomes for all members of the Claremont Meadows Public School learning community during 2009.

During the year we have maintained and reinforced our PBL school rules of being ‘SAFE, RESPECTFUL, RESPONSIBLE, LEARNERS’. These rules are taught explicitly from kindergarten to year six.

Part of being a PBL school includes undertaking both self-assessment and assessment surveys conducted by our PBL coach. This allows both the PBL TEAM and staff to analyse the data to facilitate the decision making process and formulate action plans each year.

Data results and team discussions have lead to the decision to continue existing programs. These include:

- Continuation of Buddy Classes K-6
- Kindergarten Buddy system
- Continuation of established award system
- SRC and Student Leadership opportunities expanded.
- Increase public acknowledgement of positive behaviour through the Star of the Week Award.
- Maintaining a 94% plus result in PBL SET surveys.
- Installation and implementation of the RISC program.
- Whole staff training in the Quality Teaching Framework

Students are rewarded throughout the year for their behaviour and academic achievements. These are in the form of: Class, Assembly, Team Leader, Principal and Honour awards.

Across 2009, 169 Principal Awards and 30 Honour awards were presented.

Progress on 2009 targets

Target 1

All students achieving to their highest potential with the aim of achieving at or above stage outcomes in Literacy and Numeracy.

Our achievements include:
Year 3 NAPLAN: In each sub skill 91-100% of all students achieving at or above minimum standards.

Year 5 NAPLAN: In each sub skill - 92-98% of all students achieving at or above minimum standards.

Reduced numbers of students in both grades in the bottom two bands.

Kindergarten – Best Start Data assess students and grades them from level 0 - 3 in seven aspects of Literacy and four aspects of Numeracy.

At the end of the year:
- No students were at level 0 in any area.
- Level 1 0 - 4 students; less than 5% (actual number varied across test areas).
- Level 2 average was approx 12 students broken down this was between 2-20%. (actual number varied across test areas in some cases it was only 1 student or as high as 12).
- Level 3 varied from 75-97% of all students. Many students in the Level 3 group are working well into the Stage 1 learning outcomes.

Across all other grades strong academic growth is demonstrated through student’s work and assessment tasks.

**Target 2**

*Teaching staff to commence training in the Quality Teacher Framework.*

Across 2009 teachers developed additional skills and knowledge in the areas of:

- Executive staff fully participated in training in the two identified key elements of quality teaching through consultancy support.
- Executive staff presented training across the year to all members of staff.
- All staff have been allocated a folder with all documents and support materials on the Quality Teaching Framework.
- Programming and reporting structures are now aligned to the quality teaching principles.
- Assessment and teacher judgement practices have been examined and continue to be further developed and refined to ensure best practice.

**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 in the areas of Leadership and Mathematics.

**Educational and management practice**

**Leadership**

**Background**

A survey on leadership practices was conducted across the school community to evaluate current methods, given the changes to the leadership team over the past three years and to formulate areas for future development.

Surveys were completed all within the same week by all members of staff, all students present at the time and copies were sent home with all students for parents to complete.

**Findings and conclusions**

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

Students: (Stds) 365 responses= all students present at school on the survey day from grades K – 100%

Teachers & Admin SASS : (Staff) 22 responses = 100%

Parents: (Pts) 197 responses from 310 families were received 64 % response rate.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Stds</th>
<th>Staff</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.The school leaders understand the school (strengths &amp; weaknesses)</td>
<td>85%</td>
<td>77%</td>
<td>92%</td>
</tr>
<tr>
<td>2. Build trust / value the contribution of individuals &amp; groups</td>
<td>77%</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>3. Leaders accept responsibility and accountable for student outcomes</td>
<td>70%</td>
<td>96%</td>
<td>80%</td>
</tr>
<tr>
<td>4. Leaders ensure that everyone is treated fairly.</td>
<td>84%</td>
<td>82%</td>
<td>87%</td>
</tr>
<tr>
<td>5. Leaders implement changes that are good for the students – improve learning outcomes</td>
<td>77%</td>
<td>91%</td>
<td>84%</td>
</tr>
</tbody>
</table>
6. Leaders are committed to school improvement 84% 93% 88%

7. Leaders involve groups within the school in making decisions 68% 93% 84%

8. Staff, parents and students are encouraged to take leadership roles 81% 84% 84%

9. School leaders inspire and motivate learners 76% 95% 80%

10. School leaders discuss ways to improve my learning (teachers reflect on practices) 68% 95% 82%

11. School leaders are open to new ideas and teachers constructively challenge educational practice 71% 77% 80%

12. School leaders communicate effectively to the school community 74% 95% 81%

This data whilst very strong in the positive responses domain, there was some concern that students did not fully understand the statements and had some confusion as to leadership verses class teacher role.

With this in mind areas for further development include:

Future directions

Reviewing and expanding communication practices to ensure everyone is fully involved and knowledgeable on school practices and directions. This will involve review of school newsletters and notes home to parents, staff meeting and team meetings and how information is delivered to the key personnel.

The school has an active web site, which we need to update regularly and ensure the information is relevant and current.

A school promotions committee to be implemented in 2010 to assist and monitor communication practices.

Curriculum
Mathematics

Background

Mathematics was identified as an area for evaluation due to a lowering of student performance as identified in School and NAPLAN data. Across 2009 $6000 was committed to the purchase of resources, training and development for staff was provided as well as a range of strategies implemented. The purpose was to: lift the profile of mathematics; address a number of areas and develop staff knowledge and skills.

Teaching staff participated in professional discussions, training sessions and classroom strategies in the following areas:

- Consistent Teacher Judgement
- The Language of Mathematics
- The continuum scales
- DEN–Developing Efficient Numeracy strategies
- Best Start for Kindergarten - numeracy strategies fully implemented.

Findings and Conclusions

Following a review of school and NAPLAN data and following a number of professional staff discussions the following areas of need have been identified:

- Developing and extending problem solving strategies for all students.
- Further work in the area of mathematical language.
- Use of technology in developing mathematical knowledge.

As a result of these finding Mathematics will be one of the 2010 School targets.

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.

Based on the School's survey on leadership practices (see management review) data indicates that on the twelve areas of response there was a high level of satisfaction across all domains.

- student average is 76%
- Staff average is 88%
- Parent average is 84%
Professional learning
Staff attended weekly professional development meetings as well as courses provided by the Department of Education and Training. Professional Learning priorities in 2009 were:

- Policy development and the drafting of 10 new school based polices.
- Technology and the use of wireless lap tops and interactive white boards.

In 2010 Technology, Mathematics and Quality Teaching Framework will continue to be a strong focus.

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.
- 2010 Quality Teaching Framework: Elements 1 and 2.

Targets for 2010

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.

2009 evaluations indicated that problem solving, the language of mathematics, Space and Measurement and implementing technology are features needing further refinement.

Strategies to achieve this target include:

- Introduce the computer program Mathletics K-6 as a school teaching resource and one that students can utilise at home for: revision and extension activities in all areas of mathematics.
- Introduce a ‘Problem a Day’ program K -6. All classes will be presented with a different problem each day and develop the numeracy and linguistic skills to understand and solve the problem.
- Ensure the Language of Mathematics is incorporated into teaching programs and lesson practices; this will also focus as part of the teaching a Problem a Day program.
- Team leaders to work with their teams on the strategies incorporated in The DEN’s and Newman’s analysis to refine teaching and learning practices.

Our success will be measured by:

- All students accessing Mathletics at school and home.
- Mathletics being used by class teachers as part of their teaching and learning practices.
- A ‘Problem a Day’ fully implemented.
- Student data indicating positive growth across all bands leading to 100% of all students achieving above minimum standards.

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.

Strategies to achieve this target include:

- Develop and implement a bench marking criteria for computer skills.
- Develop and trial a skills based technology scope and sequence.
- Stage teams to examine how technology can be used to support teaching and learning practices in all key learning areas.

Our success will be measured by:

- Technology reflected in all teaching programs.
- Scope and sequence document developed and trialled.
- Bench marking criteria developed and implemented.
- Tracking the usage of the Schools technology: including the Computer room; wireless computer lab and interactive whiteboards. In particular monitoring access for those classes who do not have an interactive white board in their room.
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.

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 Martin – Teacher
Mrs Melville - Teacher
Mrs Mitchell – Teacher
Mr Murray – Teacher
Mrs McQuillian – School Administration officer
Mrs Kathy Vickers – P&C President.

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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: