Our school at a glance

Students

Claremont Meadows Public School offers quality educational programs for students living in the area. In 2012 we effectively met the needs of 425 students, 314 families.

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.

Once again we had huge success in a number of Art exhibitions and competitions including: Operation Art; Penrith Show; Nagoya Exhibition in Japan; 18th International Friendship Art Exhibition in Hakusan and the Western Sydney Environment Calendar.

Dance: Performances at the Penrith Valley and Blue Mountains Performing Arts Festivals.

Choir - Our students had the opportunity to sing in a mass choir with other students from Penrith Valley at the Joan Sutherland Centre.

Premiers Reading Challenge: This year 263 students participated in the program.

Special Events:

We held a very special Senior’s Day where more than 300 guests joined us for a special assembly, class time and refreshments.

Education Week and Book Fair.

This was very highly attended and our community was given the opportunity to see a whole school assembly, visit classrooms, attend our most successful book fair and have lunch with their children.

Student achievement in 2012

Claremont Meadows P.S. experienced high success rates in the 2012 NAPLAN.

All assessment areas for Year 3 achieved better than 90% student proficiency (+10% improvement).

For Year 5 students who were also attending CMPS in year 3 we have achieved higher student growth than that of both the State and Local school area.

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.

Our school is also experiencing a growth in student numbers due to the creation of new housing areas.
The content of this report is only a summary of the outstanding programs implemented across 2012. 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 Citizens 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 2012, the P&C, in collaboration with the school, held various fundraising activities and the funds raised were to be used to purchase a second Mobile Laptop Lab for the children to use.

Some of our achievements included:

- A Christmas Raffle, Easter Raffle, Mother’s Day Stall and Father’s Day Stall, which raised a total of $6,412.72.
- In collaboration with the school we held a Walk-A-Thon which was a huge success and raised $4,969.25 and a Disco which raised $1,517.78.
- We also had a Cookie dough fundraiser which raised $1,485.99 and a Carnival which raised $2,140.30.

Due to our fantastic fundraising efforts we were able to contribute $14,319.12 which was used to purchase 16 laptops, a trolley and a router, which are being used as the school’s second mobile laptop lab. The P&C also paid for the students in Years 5 and 6 to attend the C.A.R.E.S bike safety program at a cost of $454.54. A payment of $1000 for the purchase of end of year awards was also given to the school.

On behalf of the P&C, I would like to take this opportunity to thank all the parents and children of Claremont Meadows Public School for your support of our fundraising activities. It was once again another great year of fundraising.

I would also like 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 us in our activities. Thank you to Ms. Le Ban, Mr. Jeff, Mrs. Green, Mrs. Jackson, Mrs. Kenny and Mrs. Tuckwell for attending our meetings and giving me and the P&C your support and encouragement. Thank you to Jo Faulkner in the canteen who is always willing to help and support the P&C.

Our school is a positive and collaborative learning environment and I look forward to working together in 2013 to reach our goals of providing the school with wireless internet and an electronic notice board for the front of the school.
President: Karen Britton on behalf of the P&C Committee.

**Student representative’s message**

In 2012 our Captains were:
Lily Danby and Darcy McQuillan
Prefects:
Chloe Young, Brianna Lambourne, Breanna Oakes
Badi Ahmed, James Greening, Mitchell Fogg.

The Captains and Prefects of 2012 have shown great leadership and responsibility. Throughout the year they have demonstrated exceptional communication skills when leading whole school and special assemblies as well as assisting at various special events. These school leaders have been assigned many roles within the school, including: raising and lowering the flag, welcoming and thanking visitors, reporting SRC information to Ms. Le Ban and other administrative tasks. The 2012 Prefect body has always performed these tasks with pride and have been outstanding role models for their peers. They have always led by example and are Safe, Respectful, Responsible Learners.

**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.**

Claremont Meadows Student enrolment is starting to increase as a result of new housing developments within the school boundaries.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>93.4</td>
<td>94.9</td>
<td>94.8</td>
<td>94.3</td>
<td></td>
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<tr>
<td>1</td>
<td>94.0</td>
<td>94.0</td>
<td>93.5</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.9</td>
<td>93.6</td>
<td>93.8</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>95.2</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.2</td>
<td>94.7</td>
<td>92.9</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>92.5</td>
<td>93.7</td>
<td>93.9</td>
<td></td>
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<tr>
<td>6</td>
<td>94.9</td>
<td>93.8</td>
<td>92.9</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94.8</strong></td>
<td><strong>94.7</strong></td>
<td><strong>94.1</strong></td>
<td><strong>93.7</strong></td>
<td><strong>93.4</strong></td>
</tr>
</tbody>
</table>

Our attendance is fairly stable across the 4 recorded years.

**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
areas of concern. Follow-up calls and meetings are held if required. On the rare occasions that the concern is not resolved then assistance is sort through the home School Liaison Officers to assist families ensuring their children attend school every day.

**Staff information**

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

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.

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

**Staff establishment**

<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>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>24.2</td>
</tr>
</tbody>
</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 the 2011-2012 start of the year our staff experienced quite high change. This was due to: one teacher retiring; two staff members transferring to new areas; creation of a new class; and staff taking leave.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
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**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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>173241.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>189826.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>122336.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>156660.28</td>
</tr>
<tr>
<td>Interest</td>
<td>9526.63</td>
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<tr>
<td>Trust receipts</td>
<td>8375.80</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>659967.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>42951.94</td>
</tr>
<tr>
<td>Excursions</td>
<td>52521.59</td>
</tr>
</tbody>
</table>
Within these funds are still some outstanding bills for salaries and end of year events. This year we have over spent in casual teacher relief (staff illness and approved leave) and Utilities through increases to the cost of electricity.

In 2013 we have committed $18,000 to the purchase of a new electronic notice board. Further, an additional $10,000 has been set aside for the purchase of additional teacher aide time should the need arise.

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

Khayla Steain Year 1
The exhibition will tour various public venues and elementary schools within **Hakusan City, Japan** from mid October 2012 until the end of February 2013.

On display in our school hall in Term 4 were the many fantastic entries of various and diverse pieces of work that were selected for the **Penrith Show**. Many ribbons of excellence were awarded to our students.

**Best in Drawing/Painting: Year 6 Hakeem Khan**
Best Exhibit Years1&2  Abbey Elbourn (Year 2)

1st Place Achievement: Benjamin Jeff and Ashlea Kramer (Year1)

2nd Place Achievement
Alex Cormack (Year1) Diesel Spiteri (Year 2), Alex and Cody Ruchalski (Year3) and Corey Dowle (Year6)

3rd Place Achievement
Alannah Britton (year2)

Another 13 students were Highly Commended

The standard of entries in so many sections, from our school, was amazing.

The high standard and talent of the children of C.M.P.S. was again demonstrated through the International 2012 Nagoya Art Exchange for NSW.

These students had their artwork selected and these works will be exhibited in November at the Nagoya City Museum, Japan.

Shannon McBride(Kindergarten)

Zachary Kindrat (Year1)

Elizabeth Falconer (Year 3)

All entries have made a fantastic display in our Hall as part of our Celebration of Learning.

Five students, Olivia Smith, Kelly Agar, Jacob Dimitri, Elizabeth Falconer and Kaitlyn Agar were nominated to attend workshops at Chifley College in September. They were given opportunities to explore and enrich their talent and skills in the Visual Arts.
A visual display from each class reflecting one of the short listed books was exhibited in the school library for Book Week.

Entries in the Calendar for Cultural Diversity and the Western Sydney Environment Calendar were acknowledged with certificates.

**Choir**

This year the Claremont Meadows Choir has been working very hard. The students formed part of the Combined Massed Choir at the Penrith Valley Performing Arts Festival in Term Three. The Choir were required to learn eight songs for the festival, with performances in both the matinee and evening shows.

Preparation for the festival included visits to other schools for rehearsal, where our students represented Claremont Meadows Public School admirably.

A big thank you to the parents for your support leading up to the festival.

The choir also performed for the students, staff and visitors during our Education Week Ceremony.

Many comments were made about the excellent vocal standard of our Claremont Meadows Choir.

The Choir is looking forward to performing again at the end of the year, with many new members excited to show off their vocal talents.

We are looking forward to continuing our involvement in the Performing Arts next year.

Ms. N James - Choir coordinator

**Dance**

This year our school dancers have achieved remarkable success. Early in the year two groups; a Senior girls group and a Year One group, danced at the Relay for Life in Penrith.

Four groups of dancers then spent an enormous amount of their time rehearsing dances with Mrs. Mitchell, Mrs. Catalogna and Mrs. Sheppeard. Our Junior Dance Group (31 mixed students) and Senior Girls Dance (28 students) were successful in auditioning and performing at both the Penrith Valley Performing Arts Festival and the Blue Mountains Nepean Dance Festival.

The Stage Two Girls Dance Group (29 students) and Boys Dance Group (15 students), also successfully auditioned and performed at the Blue Mountains Nepean Dance Festival. The students showcased their wonderful performances and were a credit to themselves and the school.

During Term 2 two Year Six students Anna Cullen and Isabella Walker 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. Five lucky Year Six dancers also participated in a
special one-day Dance Workshop through the Blue Mountains Nepean Dance Festival and learnt many new skills. Special thanks to Mrs. Leigh Cook and Mrs. Meredith Cook for their assistance in the preparation of costumes for the dancers. Congratulations to all the dancers on a successful year.

Sport
The students of Claremont Meadows PS have participated and competed in a range of sporting activities in 2012.

Swimming Carnival
This year’s carnival was held at Ripples Aquatic Centre in first term. The “competitors only” event organised by Mrs. Simpson and Mrs. Mitchell was attended by 55 students. Our team of 22 swimmers represented the school at the District
Carnival held at Penrith Pools. This year’s carnival was organised and managed by Claremont Meadows staff (Mrs. Simpson and Mrs. Mitchell). Five additional staff members and eight student leaders attended the carnival to assist with various duties. Jarrod Burgess (Yr. 6) won the Senior Boys 50m Butterfly and was eligible to represent Penrith PSSA at the Regional carnival.

Cross Country

A feature of our school Cross Country carnival was the high level of student participation on the day. With the help of many parent and family volunteers, the carnival organised by Mrs. McKenzie, Ms. Sutton, Miss Buggy and Mr. Xuereb was a great success. The 48 runners who made up our team (managed by Mr. Xuereb) at the District Cross Country Carnival, held at Jamison Park, did our school and community proud. Mrs. McKenzie was an official on the day. Corey Dowle (Yr. 6) ran third in the 12/13 Boys race and represented Penrith PSSA at the Regional Carnival held at the Penrith Regatta Centre.

Athletics Carnival

Our school Athletics Carnival was held at Blair Oval with the assistance of Nepean Little Athletics Club. K-2 participated in fun activities (organised by Ms. James) as they were cheered on by family and carers. Students aged eight and over competed in track and field events organised by Mrs. Mitchell. A team of 36 students represented our school at the District Athletics Carnival held at Harold Corr Oval, Werrington. Mrs. Mitchell was our team manager and Mr. Xuereb acted as a carnival official over the two days. Our students were wonderful ambassadors for our school. Outstanding achievements by CMPS students:

- Reece Pospishil (Yr. 6) -
  3rd in 12 yrs Boys 100m
  2nd in Snr Boys 200m
  2nd in Snr Boys Discus
  1st in Snr Boys High Jump
- Hayley O’Hare (Yr. 5) -
  1st in 11 yrs Girls High Jump
  3rd in 11 Girls Long Jump
- Corey Dowle (Yr. 6) -
  3rd in Snr Boys 800m

Reece Pospishil and Hayley O’Hare represented Penrith PSSA at the Regional Athletics Carnival held at Blacktown International Sportspark. Reece also was selected to represent Sydney West Region at the State Athletics Carnival in the Snr Boys High Jump.

Representative Teams

We were again well-represented at the Metropolitan West level in various sports.

- Hakeem Khan(Yr. 6) - Sydney West Open Boys Soccer team after captaining the Penrith PSSA Open Boys team
Dance 2 Be Fit

In Term 3 students across K-6 took part in Dance 2 Be Fit, a weekly dance and fitness program. Students were taught and performed age appropriate dance routines by specialist dance teachers. This was our first experience with the program at Claremont Meadows PS and it was rated a resounding success.

UWS Students

CMPS staff and students welcomed students from the University of Western Sydney over a five week period across Terms 3 and 4. These visitors ran workshops for groups of our students various games which focused on high participation and skill development.

Swimming School

Mrs. Simpson organised Swim School in Term 4 for 108 students ranging from Yr. 1 to Yr. 6. A dedicated team of teachers escorted these students to and from Penrith pools to make the most of this valuable opportunity.

K-2 Sport

During first term the sport program was modified due to poor weather conditions resulting in frequent flooding of the back oval. The modified program resulted in Stage One students participating in aerobics and fundamental dance activities. In Term 2 students were involved in fundamental movement skills activities, with a focus on using equipment in learning games. Dance 2 Be Fit was implemented in movement skills in modified versions of sports.

Parent Volunteers

The school received outstanding support from parents and community members throughout the year. Whether volunteering time to assist with events or making time to support our students’ efforts, our school gratefully acknowledges this valuable contribution made by our community to the success of sporting programs this year.

Premiers Reading challenge

Claremont Meadows Public School is proud of the increased participation of students, attaining their certificates in the 2012 Premiers Reading Challenge. This year 263 students received certificates for successfully completing the challenge.

At our Celebration of Learning Assembly 34 students were awarded their Gold Awards. The Gold Award acknowledges the determination and perseverance of our young readers who have successfully completed the challenge for the past four years. This year we had 1 student achieve a platinum award for 7 consecutive years, a big congratulation’s goes to: Labeeb Ahmed. At
Claremont Meadows Public School we value and encourage all students to develop a love of reading which will enhance all areas of their learning. Congratulations, Claremont Meadows.

K-2 Public Speaking and Oral Reading Competition.

The annual K-2 Oral Reading Competition encourages all students from K-2 to participate in Public Speaking. As part of the English Syllabus Talking and Listening program, all students are encouraged to present an oral reading passage at a class level, with the top three students from each grade then going on to compete in the Grand Final.

The rating criteria used in the K-2 adjudication matches the criteria used in District Level 3-6 Public Speaking Competitions. This helps to prepare K-2 students who have an interest or talent in Public Speaking, should they wish to continue competing at a higher level when they enter Primary School.

Our students performed admirably, presenting some very interesting and entertaining speeches.

Ms. Bronwyn Napper, Assistant Principal of Kingswood Public School, had the difficult task of adjudicating our K-2 finalists. Ms. Napper was very impressed with the standard and confidence of our finalists.

Congratulations to our K-2 Grand Finalists for 2012.

Kindergarten- Liam Dowle
Year 1- Erica Loizou
Year 2- Alannah Britton

Years 3-6 Public Speaking and Oral Reading Competitions.

The 2012 Public Speaking and Oral Reading Competition for Years 3-6 involved all students competing at class level. The top three students from each class then competed in grade finals. The winning students progressed to our School Final which was held on Monday 6th August, 2012. Our visiting adjudicator Mr. Nick Turner (Head Teacher English, Kingswood High School) had the difficult task of selecting the winning speakers from each grade.

Our school finalists for 2012 were:

Year 3 - Georgia Simpson
Year 4 - William Jeff
Year 5 – Olivia Smith
Year 6 – Badi Ahmed and Mitchell Fogg

Our school finalists for each grade went on to represent our school at the Cluster final which was held at Regentville Public School on Monday 20th August, 2012. Our year 3 finalist, Georgia Simpson went on to be a cluster finalist in the Penrith Valley Grand Final.

All our students are to be congratulated on their excellent presentations. Unfortunately, we were not successful at the Penrith Valley Grand Final.

University of NSW Competitions

In 2012, 68 students across the school participated in the University of NSW
competitions. The subject areas tested included English, Mathematics, Science, Writing, Computer Technology and Spelling. There were 10 credits and 1 high distinction obtained from the students at Claremont Meadows Public School.

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
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<td>1</td>
<td>0</td>
<td>0</td>
</tr>
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<td>Mathematics</td>
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<tr>
<td>Science</td>
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<td>Writing</td>
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<td>Computer</td>
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<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

High Distinction in Spelling: Georgia Simpson

**Excursions**

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.

- 102 Stage 3 students attended an excursion to Katoomba Falls on the 16th March to compliment their HSIE unit on Rainforests.
- Stage 1 students, Years 1 and 2, went to the Joan Sutherland Centre to attend a stage play of James and the Giant Peach to enhance their knowledge for their Literature studies in class on the 18th May.
- 401 students, K-6, participated in the Life education visits at the Life Education Centre at Colyton. Where they are provided with a unique opportunity to learn about healthy life choices from the 6th - 15th June.
- 82 Year 3 and 4 students took part in an overnight excursion to Jenolan Caves on 28th and 29th June.
- 178 Kindergarten, Year 1 and Year 2 students attended a Bravehearts presentation at the school to raise awareness of some sensitive Child Protection issues in a relaxed, non-confrontational environment on the 8th August.
- 128 Year 2, 3 and 4 students participated in a Treasure Island excursion at the Joan Sutherland Centre on the 24th August.
- 88 Year 5 and 6 students attended at Canberra overnight stay to assist in the facilitation of their Stage 3 Science and HSIE outcomes over the nights of the 10th-12th October.
- 77 Kindergarten students made the expedition to Featherdale Wildlife Park to enrich their Literacy learning outcomes on the 25th October.

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.
The **C.A.R.E.S** (Community and Road Education Safety) program is designed to educate students in safe road behaviour and bicycle skills appropriate to the students' age and ability (Kindergarten to Year Six).

The learning outcomes are directly related to the PD/H/PE Syllabus. Outcomes focus on such content strands as Sports Skills and Safe Living. Activities covered in the **C.A.R.E.S** program include:

- Bicycle safety
- Pedestrian safety
- Road Safety and
- Awareness of hazards to pedestrians and cyclists.

The Claremont Meadows Public School P and C Association have again, this year, provided the funding for children from Years 5 and 6 to attend the CARES facility at St Marys.

**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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.

**Significant programs and initiatives**

**Whole School Events**

Claremont Meadows Public School has a rich tradition of community involvement in many annual whole school events. 2012 has seen many successful community based participation. Such events encourage the relationship between home and school, transparently opening our up our environment to showcase the many talents and dedicated hard work from all students and teachers. It is anticipated that as our school enters 2013 such whole school and community events will be continued in our school. Days such as these provide an opportunity for the community to become involved in the school, but more importantly to reinforce to the children that what they do in their classrooms is acknowledged and appreciated by all.

**Grandparents Day**

During Term One, well over 400 grandparents, parents and staff took part in the annual Grandparents Day Celebration. During the morning session students from Kindergarten to Year 6 participated in an assembly showcasing the talents from within our school. Following the assembly, visitors were welcomed into the classrooms for a closer look at programs being run and samples of work completed in books and on the walls. Finally, all special guests were invited to attend an enjoyable morning tea in the
school hall. Student artwork being sold for a gold coin donation was on display around the hall providing the perfect backdrop to an enjoyable day. Thanks to the support of the parents, children, staff and community the day was an absolute success.

Easter Hat Parade
At the conclusion of Term One, students were encouraged to create, with assistance from home, an Easter Hat or Basket to present to the audience at the assembly. Many students and parents creatively designed and made sculptures fit for an art museum. Buddy classes paraded their master pieces proudly around the assembly receiving acknowledgment and encouragement from the many spectators. All classes participated in the Easter Hat Parade with approximately 500 spectators and well-wishers present. The Claremont Meadows Public School P&C Committee worked tirelessly to organise an Easter raffle with an extensive list of prizes being presented to luck families.

Walkathon
During Term Two, Claremont Meadows Public School participated in our annual whole school Walkathon. The purpose of the day was to raise money for P&C, which in turn would be spent on the school and students. In buddy class groups children from Kindergarten to Year 6 walked twice around Claremont Meadows. Fortunately, the weather was kind and we had conditions that were quite favorable for the event. It is important to acknowledge the fantastic support of the entire community who assisted by sponsoring the children for the walk, the large group of parents who participated in the walk and the P&C for their distribution of ice-blocks to the students at the half way mark.

Education Week Open Day & Book Fair
At the beginning of Term Three, Claremont Meadows Public School participated in our Education Week Open Day. Parents, family members and the community were warmly welcomed into our school to be entertained by some of the magnificent talents that are regularly on display at our school. The assembly illustrated our schools commitment to quality teaching in a Public School environment. Following the assembly, classrooms were opened and visitors were welcomed in to view and participate in some of the outstanding programs currently running. To top of a fantastic day, our school Library was open for the annual Book Fair where many students and their guests took the opportunity to purchase books. A percentage of this total was donated back to the school to update and provide new reading resources for our school.

Aboriginal Education
Claremont Meadows Public School has 13 Aboriginal students. The school also has two very proud Indigenous teachers who relish the opportunity to share with their students their knowledge and heritage. Across the year Claremont Meadows P.S. acknowledges the Aboriginal community through:
- Always flying the Aboriginal flag.
- Acknowledgement of Country is practiced at all school and special events.
- Formal acknowledgement of National Reconciliation Day and NAIDOC Week at Whole school assemblies.
- All students K-6 are provided with lessons throughout the year that includes Aboriginal culture, Dream Time, History and Art.
- Personalised learning plans are developed and implemented across the teaching year.

In 2012 we were provided with a small amount of NORTA money to support identified students with their Literacy and Numeracy needs. This money employed additional teacher aid support in term 3.

**Multicultural Education**

At Claremont Meadows Public School, tolerance and acceptance of all people and of all different cultural backgrounds is encouraged through the involvement in celebrations such as Harmony Day. This year Harmony Day was celebrated as a whole school activity by participating in various Hand Art activities from some cultural backgrounds represented at our school.

In 2012, the number of students at Claremont Meadows PS from Language Backgrounds Other Than English (LBOTE) is approximately 20%. The largest community languages represented are Samoan, Hindi, Tagalog and Punjabi.

This year the English as a Second Language (ESL) Program was conducted two days per week. This program caters for students from Language backgrounds other than English (LBOTE) where they can receive support to improve their English language skills enabling them to more confidently participate in classroom activities.

**Other programs**

**2012 Year 4 Intense Reading Scheme & Extension Year 2 Reading**

Students across Year 4 participated in an intensive reading program that ran for the entire year of 2012. The aim and focus of the reading sessions was to increase reading levels and abilities, provide consistent support of comprehension strategies and increase the students’ ability to use inferential knowledge to successfully predict a written text.

A variety of students across Year 2 were selected to participate in the accelerated Year 2 reading program. It was taught by Mrs McPherson and incorporated students across the Year 2 classes. All children worked at an accelerated reading level, working with more challenging texts and comprehending what they had read.

At the beginning of the year, Year 4 students were assessed in several different areas as follows:

- Reading accuracy and fluency
- Comprehension strategies aided and unaided
- Reading ages

These assessments were completed on a term by term basis to highlight and expose areas of success and growth combined with areas that require further assistance and attention.
Once the assessment was conducted students were selected to participate in a variety of groups to best support their reading skills.

Mrs McCracken worked on fundamental skills with children who required remedial support. During these sessions she worked on reading fluency, accuracy, comprehension and inferential knowledge, together with self-confidence to encourage students to attempt new and more challenging texts.

Mrs Delany and Mr McGowan/Mr Jeff worked intensively with students who were achieving at or close to expected Year 4 level and worked towards enhancing the ability levels within their groups. Once again the highlighted areas of reading fluency, accuracy, comprehension and inferential knowledge were the main focus.

Mrs Kenny withdrew students who had been identified as having a superior knowledge of the above skills. The focus of this group was to extend the students at an accelerated level in the aim of supporting the gifted and talented ability levels within.

Results

The data obtained from each assessment indicated the following results;

Running Record

All students across Year 4 have demonstrated positive growth on average of 10% in their running record. One student demonstrated 32% improvement across the year.

Reading Comprehension

All students across Year 4 on average received above 50% improvement in their comprehension of a read text. Several students improved by a further 60-70% throughout the year.

Special acknowledged needs to be paid to the following students for their above average growth;

Caylin Griffiths; Cheyenne Horne; Tiantay Lestrange; Courtney O’Haire; Kaylie White; Ethan Jhye; AJ Setafano and Mitchell Young

Reading Ages

Throughout the data collected from the students across Year 4 an average of approximately 1 ½ years reading age growth has been obtained throughout 2012. Several students have improved by 3 years in their reading ages.

Special acknowledged needs to be paid to the following students for their above average growth;

Areeba Ahmed; Courtney O’Haire; Kaylie White; AJ Setafano and Jesse Sarakka.

Reading NAPLAN

All students across Year 4 have demonstrated growth across the NAPLAN assessment that was
conducted on a term by term basis except 2 students. The growth indicates a progressive nature across the terms with the majority of students gaining 5-10% growth.

Special acknowledged needs to be paid to the following students for their above average growth in NAPLAN Reading;

Olivia Cannell; Caylin Griffiths
Kaylie White; Bryson Galea
Ethan Loizou; Jhye Martin-Blackett
Tristan Pattern; Bowen Townsend

Positive Behaviour for Learning (PBL)

Claremont Meadows public school has been a PBL (Positive Behaviour for Learning) school for a number of years. We have continuously worked towards positive outcomes for all members of the school and community.

Throughout 2012 we have continued to reinforce our Positive Behaviour rules. Students at Claremont Meadows were explicitly taught the importance of being “Safe, Respectable, Responsible, Learners”. Both new staff and new students were explained our PBL programs and policies to assist their understanding of our school rules.

PBL meetings and discussions this year have led 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
• School matrix for expected behaviour in non-classroom settings being displayed in all classrooms.
• Positive Intervention Plan - displayed in all classrooms.
• Training of Year 5 students as Play Buddies and the implementation of program during lunchtime play.

Data results and discussions assisted in the monitoring of Playground behaviours for students including acknowledgement of positive behaviours and minor playground infringements.

The PBL team have also reviewed and restructured PBL teaching strategies to ensure teaching of PBL lessons with consistency across our school.

Students are rewarded throughout the year for their behaviour and academic achievements. These are in the form of: Class, Assembly, Team Leader, Principal and Honor Awards, also stage Recognition Day and Token Tally Barbecues.

Best Start

This year to ensure that CMPS continued with ‘best practice’ we altered the Kindergarten Best Start interviews format so that it took place through the first week of school in Term 1. “The purpose of the Best Start Kindergarten assessment process is to provide information for Kindergarten teachers to:
• Build on each student’s current knowledge and experiences in literacy and numeracy.
• Develop quality teaching and learning programs that support students in achieving Early Stage 1 syllabus outcomes.” (Best Start Administration Guide 2009 P5)

Children were allocated to their classes according to their results in this rigorous assessment process. This allowed for 2012 Kindergarten students to begin their formal teaching and learning to commence more efficiently on the 2nd of February 2012.

Progress on 2012 targets

Target 1
 Improved NAPLAN results in Literacy and Numeracy to reduce the number of students not achieving proficiency standards by 10% per year.

2012 Targets to achieve this outcome include:
- 90% of all students K-2 to achieve reading benchmark levels K-8, Year 1 – 18 and Year 2 -26.
- 90% of Students grades 2-4 to demonstrate reading improvement of a minimum of 18 months from baseline data.

Our achievements include:
Kindergarten and Year 1: achieved 71% at benchmark level with 35% of these students 12 months above grade.
Year 2: achieved 67% at benchmark level with 21% of these students 12 months above grade.

More concentrated work will be implemented for the lower achieving students through the learning assistance and clicker programs in 2013.

- Throughout the data collected from the students across Year 4 an average of approximately 1 ½ years reading age growth has been obtained throughout 2012. Several students have improved by 3 years in their reading ages.
- All students across Year 4 have demonstrated growth across the NAPLAN assessment that was conducted on a term by term basis except 2 students. The growth indicates a progressive nature across the terms with the majority of students gaining 5-10% growth.

Our first year of more intensive support has seen that our NAPLAN data for Year 3 has improved in all areas. For reading this is an increase from 79.6 to 93%. Numeracy from 85.7 to 94.6. This data, however does not reflect the same group of students.

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

Our growth for our students who were in Year 3 and now in year 5 in 2012 is also noteworthy because the school growth was above both State
and Penrith Valley schools for both Literacy and numeracy.

### Average progress in Reading between Year 3 and 5*

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>72.3</td>
<td>50.7</td>
<td>89.9</td>
</tr>
<tr>
<td>SSG</td>
<td>85.2</td>
<td>74.6</td>
<td>79.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

### Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.1</td>
<td>74.9</td>
<td>109.5</td>
</tr>
<tr>
<td>SSG</td>
<td>87.3</td>
<td>96.2</td>
<td>97.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

**Target 2**

Staff training and development in the areas of the new National Curriculums:

**2012 Targets to achieve this outcome include:**

- Staff form curriculum teams and fully examine and plan for introduction in 2013.

Curriculums include: English, Mathematics, Science and History.

Our achievements include:

- This target was not achieved as the release of the curriculum documents did not occur until term 4 2012.
- In preparation, the Principal and the Executive have attended pre training on the content and methodology to introduce it formally to the teaching staff.
- In Term 4 all teachers were provided with hard copies and computer access to the 4 Curriculums: English, Mathematics, Science and History.
- 2013 will see training and development of both the English and Mathematics curriculums for implementation in 2014.
- The Science and History syllabuses will be explored and trialed in 2013-14 for full implementation in 2015.

### School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Reading practices: K-2 and via our introduced Year 2 and 4 programs.

See previous detailed information on our progress under the headings of: Year 4 Intensive reading and our 2012 targets.

### Findings and conclusions

Programs will be continued in 2013-14 to further develop or assist our students reading capabilities.

### Future directions
Examine the new English curriculum to ensure best educational practices are implemented in tailored and class based programs.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A survey on teaching practices was conducted across the school community to evaluate current practices and to formulate areas for future development under the Quality Teaching Framework. Further, it was to determine community satisfaction about our teaching practices.

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

Teachers: 20 responses – 100%

Students: 339 responses all students present from grades 1-6 and small group responses from students Kindergarten, 100% response rate achieved on that day.

Parents: 92 responses received 30 % response rate (very low response received).

The data reflects the percentage (%) of results in the positive domains of almost always and usually.

**Findings and conclusions**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Tch</th>
<th>Sts</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asked learning is important</td>
<td>100%</td>
<td>91.5%</td>
<td>98%</td>
</tr>
<tr>
<td>(Curriculum relevance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Activities / programs assist in learning,</td>
<td>100%</td>
<td>83.5%</td>
<td>97%</td>
</tr>
<tr>
<td>(relevant to needs and interests)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students clearly understand teaching activities (outcomes clarified)</td>
<td>100%</td>
<td>85.7%</td>
<td>73%</td>
</tr>
<tr>
<td>4. Classroom management assist with learning</td>
<td>100%</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>5. Assessment practices reflect student needs</td>
<td>100%</td>
<td>87.5%</td>
<td>91%</td>
</tr>
<tr>
<td>6. records of students work maintained</td>
<td>100%</td>
<td>86.5%</td>
<td>98%</td>
</tr>
<tr>
<td>7. Students understand how they will be assessed</td>
<td>100%</td>
<td>83%</td>
<td>83.5%</td>
</tr>
<tr>
<td>8. reporting and student information is communicated to parents</td>
<td>95%</td>
<td>87.5%</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Future directions**
Data indicates that overall there is a strong correlation of understanding of school practices in Teaching across the school community. The two areas based on this data that indicate some future development are:

- Students clearly understand teaching activities (outcomes clarified)
- Students understand how they will be assessed.

These areas will be addressed through the Quality Teaching Framework training for teachers where the two key areas of review will be:

1. Teachers plan, assess and report for effective learning
2. Teachers communicate effectively with their students.

**Professional learning**

Across 2013 there will be two main areas of professional learning these will include:

1. Knowledge and understanding of the new curriculums.
2. Learning how to use a new spectronics program with a focus on reading and writing using technology.

Teachers will also be involved in a range of compulsory training areas including: Code of Conduct; Child Protection; CPR & First Aid; and Anaphylaxis.

Other training opportunities will be available across the year based on identified needs, skills and expertise.

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**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

Improved NAPLAN results in Literacy and Numeracy to reduce the number of students not achieving proficiency standards by 10% per year. 2013 Targets to achieve this outcome include:

**Strategies to achieve these targets include:**

- Targeted Reading Program for Grades 2 & 4.
- Spectronics Program implemented for identified students
- Implement a structured problem a day program where students are provided problem solving strategies and samples on a daily basis, to develop skills in comprehension and working mathematically.

**School priority 2**

**Outcome for 2012–2014**

Staff training and development in the areas of the new National Curriculums:

2013 Targets to achieve this outcome include:
Staff form curriculum teams and fully examine and plan for introduction in 2013. Curriculums include: English, Mathematics, Science and History.

**Strategies to achieve these targets include:**

- Full Staff Development Day –Term 2 2013 dedicated to an on line training package and implemented by the school Executive.
- Staff to attend on-line and district based training opportunities.
- Curriculum teams formed.
- Training and development time allocated to teams to research content and strategies.
- Teams to report to grade/ staff and collaboratively plan 2014 resources and needs.
- Formulate grade teaching plans.

**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 Brooke Green - Assistant Principal  
Ms Tony Jeff - Assistant Principal  
Mrs Carolyn Stephens- Assistant Principal  
Mrs Gail Tuckwell- School Admin Manager  
Mrs Kerrie Delany- Teacher

Mrs Glenys Henderson- Teacher  
Mrs Kerry Jackson -Teacher  
Mrs Glenda Jackson- Teacher  
Ms Neridah James -Teacher  
Mrs Colleen Mitchell- Teacher  
Mrs Amanda McKenzie –Teacher  
Mrs Sara Sheapheard- Teacher  
Mrs Debra Sutton - Teacher  
Mr Andrew Xuereb- Teacher  
Mrs Kim McQuillan -School Admin officer  
Mrs Karen Britton P&C President

**School contact information**

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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:  