School Context Statement
Claremont Meadows Public School opened in 1998 and has been fully operational for 17 years. Within the school boundaries there are multiple new housing estates under development (with the potential for more) and this is beginning to impact on the school numbers. The school is well situated to accommodate climate and temperature changes. It is fitted with air conditioning, strip skylights and rotary roof vents to maximize learning conditions. We have an extensive Cola and four outdoor learning areas (OLA’s) for student use during lesson and play time. Technology has become a school feature with all classrooms and the library fitted with interactive whiteboards. An Out of School Care service operates from our school and is operated by the YMCA.

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 being: Safe, Respectful, Responsible, Learners; where students are supported and nurtured through the learning journey.

We have a very committed and professional staff who are active learners ensuring they provide the best educational practices for all students.

The content of this report is only a summary of the outstanding programs implemented across 2014.

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 Message
The Parents and Citizen’s Association meet on Tuesday afternoons at 2pm in weeks four and eight of each term. The P&C effectively works in partnership with the school. Across 2014 the P&C in collaboration with the school held various fund raising events.

Some of our achievements included:
An Easter Raffle, Mother’s Day and Father’s Day stalls that together raised a total of $5199.70.

In collaboration with the school we held our yearly Walk-a-thon raising $4323 and two school discos raising $2011. Our Christmas events included a Christmas raffle raising $1245 and a school carnival raising $4785.

Due to our fantastic fund raising efforts we were able to contribute $3000 to help start the school band and $2000 for the purchase of digital cameras. We will also be purchasing a portable electronic whiteboard for our new classroom, at an approximate cost of $8000.

The P&C also paid for the cost of buses to help transport students to the RAPS facility in St Mary’s at a cost of $770. We also contributed $1000 towards the cost of the awards presented at the Celebration of Learning Assembly.

On behalf of the P&C I would like to take this opportunity to thank all the parents and students of Claremont Meadows Public School for your support of our fund raising activities. I would also like to extend my thanks and appreciation to all the members of the committee for their support and hard work.

President: Karen Britton on behalf of the Claremont Meadows Public School P&C Committee.

Prefects:
Faith Dose, Nicolas Danby, William Jeff, Esha Dutt, Brianna Miller, Brea Cunningham, Caleb Tanielu, Olivia Cannell.

The Captains and Prefects of 2014 confidently represented the students of our school throughout the year with pride. They have demonstrated great commitment and a positive attitude to the host of responsibilities they have undertaken during 2014.

They were assigned many roles within the school, including: raising and lowering the flags, welcoming and thanking visitors and administrative tasks under office staff supervision. The 2014 prefects have performed these tasks with great dedication and have been responsible role models for their peers, always
leading by example and upholding the school’s expectations of being Safe, Respectful, Responsible, Learners.

School Captain’s Message

Looking back over the year we feel very privileged to have been School Captains for 2014. We were given lots of different opportunities to be leaders, as were our fellow Prefects. Some of the responsibilities we were given were: fortnightly assemblies, office duties, flags, tokens and mail.

As well as these duties we were given important jobs such as running special assemblies like ANZAC Day, Grandparent’s Day and Education Week assemblies and having the honour of raising and taking down the Australian and Aboriginal flags each day.

We were also lucky enough to attend special days with Ms. Le Ban including Young Leaders Day which we found motivating and inspiring. It was very interesting listening to the different speakers. We had a really great day. On another occasion at Penrith South Public School we were presented with a cheque from the St Marys RSL toward resources for our library. Just recently, along with our fellow prefects we represented Claremont Meadows Public School at a wreath laying ceremony at St Marys RSL for Remembrance Day. It was very sad to think of all the people who had died in the wars but we felt very proud to be laying a wreath from our school.

We have really enjoyed our time at Claremont Meadows Public School and are looking forward to going to High School next year. We will never forget all the good times we have had and how much being Captains this year meant to us. We would like to thank all the other prefects for their support and we would also like to wish the next group of leaders for 2015 the very best of luck for 2015.

Faith Dose and Nicolas Danby

Student information

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

Student enrolment profile

Claremont Meadows Public School is currently experiencing a growth in numbers with an additional class created in 2014 in part due to a large number of younger children in the area and extensive home building occurring. It is anticipated that 2015 will continue to see increased numbers and the creation of the 20th class.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>204</td>
<td>215</td>
<td>205</td>
<td>227</td>
<td>226</td>
<td>251</td>
</tr>
<tr>
<td>Female</td>
<td>197</td>
<td>202</td>
<td>202</td>
<td>194</td>
<td>206</td>
<td>216</td>
</tr>
</tbody>
</table>

Student attendance profile

Our attendance patterns are fairly similar to that of both the Region and the State [CMPS= 94.7 compared to State 94.8]. An area of impact for our school to these statistics is families who take their children on holidays during school time.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.4</td>
<td>94.9</td>
<td>94.8</td>
<td>94.3</td>
<td>95.6</td>
<td>96.2</td>
</tr>
<tr>
<td>1</td>
<td>94.0</td>
<td>94.0</td>
<td>93.5</td>
<td>93.1</td>
<td>93.0</td>
<td>94.8</td>
</tr>
<tr>
<td>2</td>
<td>95.9</td>
<td>93.6</td>
<td>93.8</td>
<td>91.6</td>
<td>94.3</td>
<td>94.2</td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>95.2</td>
<td>94.0</td>
<td>93.8</td>
<td>93.2</td>
<td>95.2</td>
</tr>
<tr>
<td>4</td>
<td>96.2</td>
<td>94.7</td>
<td>92.9</td>
<td>92.8</td>
<td>93.2</td>
<td>92.7</td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>92.5</td>
<td>93.7</td>
<td>93.9</td>
<td>93.2</td>
<td>95.7</td>
</tr>
<tr>
<td>6</td>
<td>94.9</td>
<td>93.8</td>
<td>92.9</td>
<td>94.3</td>
<td>92.0</td>
<td>93.6</td>
</tr>
<tr>
<td>Total</td>
<td>94.7</td>
<td>94.1</td>
<td>93.7</td>
<td>93.4</td>
<td>93.6</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Workforce 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 includes two full time and three part time (including the General Assistant) employees.

At the start of the 2014 school year our staffing was very stable with the addition of two new staff members Mr. Jackson and Miss Buggy. At the end of the 2014 school year we lost Mrs. Delany who has moved into the area of Counselling and Mr. Jeff who was successful in gaining the Principal’s position at Castlereagh Public School.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of EAL/D</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26.7</strong></td>
</tr>
</tbody>
</table>

We also employed 5 School Learning Support Officers (formally known as Teacher’s Aides) to assist with school programs and support our special needs students.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

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

**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>
</tr>
<tr>
<td>Postgraduate</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Across 2014 our teaching staff continued to be very active in their professional development.

Staff development Days included:

(*) reflects number of staff completing these courses.

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**Term 1: Tuesday 28th January 2014**

- Child Protection training
- Staff Roles and Responsibilities
- Work Health and Safety
- Collaborative Planning on the English Curriculum
  (34 – Including non-teaching staff)

**Term 2: Monday 28th April 2014**

- A Process for Planning a Unit of Work: English K-10 (27) – Full day training

**Term 3: Monday 14th July 2014**

- A Process for Planning a Unit of Work: Mathematics K-10 (27)- Full Day training

**Term 3: Saturday 9th August 2014**

Note this was approved and replaced Friday 19th December.

- Your School and the Syllabus for Science and Technology (25)

**Term 4: Thursday 18th December 2014**

Kingswood Learning Community Initiative: combined inservice; Ian Luscombe (Former Principal of Redbank SSP – Presentation on Behaviour Management. (27)

Professional Development money has been used to include long term and casuals in Staff Development Days who do not normally work on these days to ensure that all staff has the best opportunity for their professional development, thus ensuring equity in learning that fully benefits the teaching and learning practices of our school.

In addition to these days, staff participated in the following training:

- Stage team release from teaching- major work on the Australian curriculums: Focus 1- the Mathematics continuum and PLAN data.
Focus 2 – Reading strategies and PLAN. (25)

- Implementation of a Speech Therapy service within the school; in-servicing of classroom strategies and screening tools. (27)
- Outcome: Speech therapy services occurring on school grounds, staff understand and can now effectively apply strategies to the classroom and refer students; program longevity has been established.
- All staff completed a course on the Disability Standards for Education (25).
- Speech, Language and Communication Needs. Online training Australia: Inclusion for learners with speech, language and communication needs. Presented across 10 weeks and involved 12 hours of professional learning and accreditation (20).
- Merit Selection and Panel procedures (14).
- LAST staff attended regular network team meetings.
- The Principal attended the National Primary Principal’s Conference in October 2014.
- Teachers were released from class across the year to work in teams to develop and write a new Report format that brought into line PLAN data and the National Curriculums into a format for parents and carers. Outcome: An effective new student report format was implemented.
- Teachers were released from class to write PLP’s and IEP’s and were professionally supported by the LAST staff and Assistant Principal- team leaders. Outcome: All students requiring an Individual Learning Plan have been effectively catered for with parent / carer consultation and staff now have a solid understanding of purpose and practice.
- Teachers were released from class in pairs to collaboratively develop their knowledge and skills in using the PLAN software data. Outcome: All students effectively assessed, placed and now tracked for academic achievement.

In addition to these courses, a number of courses were attended by individual and small groups of staff.

The cost breakdown for all this professional development was:

<table>
<thead>
<tr>
<th>Funding Area</th>
<th>Amount spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy &amp; Numeracy funding</td>
<td>$8748</td>
</tr>
<tr>
<td>Teacher Professional</td>
<td>$16977</td>
</tr>
<tr>
<td>Development funds</td>
<td></td>
</tr>
<tr>
<td>RAM – ESES</td>
<td>$6502</td>
</tr>
<tr>
<td>New Syllabus</td>
<td>$3100</td>
</tr>
<tr>
<td>Total</td>
<td>$35327</td>
</tr>
</tbody>
</table>

This equates approximately $1308 per staff member based on 27 teaching staff members.

Beginning Teachers

In 2014 two beginning teachers were appointed to Claremont Meadows School. An additional funding grant of $12,956 per teacher was provided to the school. This money was used to hire staff and provide both staff members with an additional two (2) hours per week release from classroom teaching. During this time, they had the opportunity to meet with their Mentor (also released from class) for one of the two hours and discuss any issues, gain advice and support in their teaching practices. The second hour provided additional time for planning, researching and developing of their teaching skills.

Both staff members were also provided with opportunities to attend professional development courses both internal and external to school across the school year. Both staff members fully participated in all the previously mentioned training opportunities.

Teacher accreditation:

At Claremont Meadows Public School all newly appointed or Long Term casual teachers eligible for Accreditation are supported and provided mentors and the opportunity to complete and submit their work. Across 2014 three members of staff (one appointed and two long term temporary staff members) successfully completed and submitted their documents for Accreditation with the NSW Institute of Teachers.

At Claremont Meadows Public School we have: four (4) teachers maintaining their accreditation at the proficient level in addition to the three accredited this year.

At this stage we have no staff currently enrolled in or seeking accreditation at the Highly Accomplished or Lead levels.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2014

Income
Balance brought forward 209,642.48
Global funds 225,284.01
Tied funds 322,662.41
School & community sources 134,911.11
Interest 8711.21
Trust receipts 7634.50
Canteen 0.00
Total income 908845.72

Expenditure
Teaching & learning
  Key learning areas 43809.94
  Excursions 46629.31
  Extracurricular dissections 39009.62
Library 1514.31
Training & development 0.00
Tied funds 257444.39
Casual relief teachers 69420.47
Administration & office 61886.92
School-operated canteen 0.00
Utilities 46090.58
Maintenance 25882.08
Trust accounts 4769.37
Capital programs 7829.54
Total expenditure 604286.53
Balance carried forward 304559.19

A full copy of the School’s 2014 Financial Statement was tabled at the annual general meetings of the School Parents and Citizen’s Association. Further details concerning the statement can be obtained by contacting the school.

Money has been put aside for the start of 2015 for the purchase of:
- $12,000 portable whiteboard
- $2000 ICT supplies
- $8500 upgrade of PA system
- $20,000 cost of new photocopiers.
- $12,000 Teacher – reading program

School performance 2014

Across the year, our students experienced real growth through a number of programs implemented. The three most substantial included:

1. National Partnership initiative: MulitLit, MiniLit and PreLit – across the school.
2. Year 4 Targeted Reading program - providing both extension and remediation groups.
3. Year 2 Extension Reading program.

All three of these programs have had significant funding in both Teacher and SLSO support costs.

Academic achievements

NAPLAN

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

Our data reflects that our student achievements and growth from Year 3-5 was very strong.

| Reading     | 90.8 |
| Writing    | 93.9 |
| Spelling    | 98.5 |
| Grammar & Punctuation | 90.8 |
| Numeracy    | 95.4 |

| Reading     | 96.1 |
| Writing    | 88.2 |
| Spelling    | 98.0 |
| Grammar & Punctuation | 94.1 |
| Numeracy    | 96.1 |

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 and enter the school name in the Find a school and select GO to access the school data.

Achievements in Arts, Dance, Choir and Sport

VISUAL ARTS

Student’s creative talents in the Visual Arts are nurtured and extended at Claremont Meadows
P.S. It was yet another extremely successful year for our students. There continues to be many opportunities through quality class Visual Arts Programs for students to engage in learning experiences that explore and develop skills in their art making and appreciation of art works. Through displays, assembly items and entry into many local, national and international competitions students have demonstrated the very successful Creative and Preforming Arts programs at Claremont Meadows P.S.

Our first big exhibition of students work was for the “Grandparents Day Celebrations”. All students created a portrait of themselves, which made a fantastic display in each classroom. The many family and friends who visited the school had the opportunity to take back with them these original and precious artworks.

The very high talent and standard of students work was demonstrated through their success in the International Nagoya Art Exchange 2014. Year Six students, Tiantay Lestrange, Courtney O’Haire, Kiriti Nouata, Tristan Pattan, work “Colour and Shapes, Past and Present” and Esha Dutt’s work “Sticky Beaks” were selected for this prestigious Competition and Exhibition.

At the Penrith Show, students from Claremont Meadows P.S. were recognised for their excellence in many areas in the Visual Arts. From 3D sculptures, paintings, drawings, pieces of craft to handwritten poems were on display.

Many of our students were successful in gaining prize ribbons.

Most notably was Tahlia Dowling whose 3D sculpture won Best Exhibit in Art for years 1&2

Other most successful entries were:

First:
Dara Baramy

William Jeff

Ashley Greening

Cooper Elbourn was acknowledged for a great poem.

Second:
Ethan Marinello
Bethany Thomas
Therese Armstrong
Third:
Kobi Blandford
Nava Parast
Dara Baramy
Hala Noor
Tiantay Lestrange

Another 22 students received Highly Commended ribbons for their work. Students need to be congratulated for their excellent efforts in creating such great pieces of work.

On display in our school administration area we have endeavoured to promote the outstanding art works by our students with their work framed and hung for a more permanent display. This aims to showcase to parents, the wider community, students and the staff the many fantastic and diverse pieces of work that have been created by our students.

Choir

It has been a very exciting year for the students who have participated in our school choir. During Term Three, our school choir participated in the Penrith Valley Performing Arts Festival, held at the Joan Sutherland Performing Arts Centre. The students performed a selection of six songs to a crowded audience of over 200 people. Twelve choir students were also selected to perform at the Sydney Opera House as part of the massed choir for the Western Sydney Pulse Concert. The students travelled by train to the Opera House, accompanied by Ms. James and Mrs. Jackson, where they spent the day rehearsing and enjoying the sights of Sydney Harbour before the evening performance on the Opera House stage. These concerts are a highlight for the choir students. The choir also entertained the students, staff and parents at the Education Day Assembly with an energetic Abba medley and beautiful harmonies while performing the song, Ordinary Miracle.

Dance

Across the year our school’s dance groups achieved great success. Three groups of dancers spent an enormous amount of time learning choreography and rehearsing dance routines with Mrs. Kenny, Miss Cohen and Mrs. Jackson.

Our Junior Dance group consisted of 24 mixed students from Grades 2 and 3. Our Boys Dance Group consisted of 21 boys from Grades 3 to 5. Our Senior Dance Group consisted of 20 girls from Grades 5 and 6. All three groups were successful in auditioning and performing at the Blue Mountains Nepean Dance Festival. The students performed beautifully and showcased their wonderful talent, all very proud to be representing our school and themselves at this level.

Earlier in the year during Term 2, one of our talented Year Six students, Krista Janevski was given the opportunity to represent our school at the Western Sydney Regional Dance Camp “Dance Off!” This camp was a three day camp where gifted students were given the opportunity to be trained, challenged and inspired by professional choreographers and then showcased their talent in a culminating performance.

Congratulations to all of the dancers on a successful year.
Boys Dance Group: “Fifa World Cup”

School Band

In 2014 with the financial support of the P&C, some school funds and student contributions we were able to establish a school band. This has been initiated by Mr. Bryan who has a real talent and expertise in this area. Other members of staff including: Ms. James, Mr. Xuereb, Mr. Jeff and Ms. Delany were active participants both in teaching students brass instruments and playing with the band. They played a selection of items at the end of year events and their progress and quality of sound was exceptional in such a short period of time. A great success, congratulations to everyone!

Years K-2 Public Speaking and Oral Reading Competition

The 2014 competition involved all of the students competing at a class level. The winning students progressed to the grade final. Our school final was held on the 9th September in the school hall. The visiting adjudicator was Ms. Petrocco, Principal of Kingswood Public School. The competition was very close but the following students were the winners.

Kindergarten-Paige Roesler
Year One-Caitlin Galker
Year Two-On ree de Haan

Years 3-6 Public Speaking and Oral Reading Competition

The 2014 Public Speaking and Oral Reading Competition for Years 3-6 involved all students competing at class level. The top three students from each class moved on to the grade finals. The winning students then progressed to our Public Speaking School Final which was held on Friday 29th August, 2014. Our visiting adjudicator Mrs. Duclos, Principal of Werrington County Public School had the difficult task of selecting the winning speakers from a talented group of students.

School finalists for 2014 were:
Year 3 – Benjamin Jeff
Year 4 – Michael Minas
Year 5 – Isabelle Fogg & Tylah Studdert

Grandparents Day

In Term One, approximately 430 grandparents and parents attended our annual Grandparents and Seniors Day Celebration. The day began with students from Kindergarten to Year Six performing in a special assembly to highlight the fantastic talents within our school. Afterwards, our visitors enjoyed spending quality time in the classrooms, where they had the opportunity to interact with our students and view samples of work including artwork, bookwork and how technology is being utilized within our classrooms. At the conclusion of the open classroom time, all special guests were invited to attend an enjoyable morning tea in the school hall. Student’s artworks provided a perfect backdrop to an enjoyable day, with our visitors being provided with the opportunity to make a gold coin donation to support our Visual Arts program. We are extremely grateful for the support of our dedicated parents, children and staff within our community, which made our 2014 Grandparents and Seniors Day an outstanding success.

Sport in 2014

The students of Claremont Meadows PS have participated and competed in a range of sporting activities in 2014.

Swimming Carnival
The carnival was held at St Mary’s Ripples pool in first term. The “competitors only” event was organised by Miss Cohen. It was a great morning, lots of good times were set and our competitors performed and behaved to their best ability. A team of twenty three swimmers went on to represent the school at the District Carnival held at Penrith Memorial Swimming Pool. The team was managed by Miss Cohen and Ms. Le Ban acted as a Carnival Official.

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 was a great success. The forty eight 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. Miss Cohen was an official on the day.

Jaiden Buckley successfully qualified for the Regional Cross Country Carnival.

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 as they were cheered on by family and carers. Students aged eight and over competed in track and field events. A team of 30 students represented our school at the District Athletics Carnival held at Harold Corr Oval, Werrington. Mr. Xuereb was our team manager and Miss Morrison acted as a carnival official at the rain delayed and abridged, one day event. Our students were wonderful ambassadors for our school. The following students represented Penrith PSSA at the Regional Athletics Carnival held at Blacktown International Sports park.

- Mariatu Bah (2D) – 8yrs Girls 100m
- Aliyah Nasio (3C) – 8yrs Girls 100m
- Bree Cunningham (5/6K) – 12 yrs Girls 100m
- Fazarna Cook (3C) – Jnr Girl Shot Put (AWD), 100m (AWD)
- Bryce Zoratto (5/6K) – Snr Boys Long Jump

Fazarna went on to represent Sydney West Region at the State Athletics Carnival in her two events.

Representative Teams

Greg Alexander Shield – 27th May, 2014
Eleven boys from Years 5-6 represented Claremont Meadows P.S. at Hickey’s Lane in the Greg Alexander Shield competition. The boys achieved one win and two losses, but played cohesively across the day.

Thirteen girls in Stage 2 attended the Penrith Pink Panther Tag Touch Competition at The Kingsway St Marys.
We played three games – our results were: one loss 0-5 and two wins: 4-2 and 6-0.

Coming 3rd on the day was an amazing result for a group of under 10’s who had never played before. All the referees and Game Development Officers commented on our enthusiasm and sportsmanship and it was a delight to coach this team.

Mrs. Compston

Royce Simmons Shield – 2nd September, 2014
Ten boys and one girl from Years 3-4 represented Claremont Meadows P.S. at the Kingsway in the Royce Simmons Shield competition. The team won two and lost one, which then moved them forward into the semi-finals. Unfortunately, after a hard fought game, they lost. Our students’ behaviour and attitude was highly commended by the competition organisers.

Mr. Jackson

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 teaching various games which focused on high participation and skill development.

School Swimming and Water Safety Program
Swim School ran in Term 4 for 107 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.

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.

Book Week- Book Character Parade
During Term 3, Claremont Meadows Public School held its second annual Book Character Parade. It was a highly successful event, which had many students dressed as characters from their favourite books. Students had the opportunity to parade around the assembly to a fun soundtrack of songs and were joined by teachers and even some smaller members of our school community. Many parents, grandparents and friends of our school came to watch and join
in the celebrations. This day provided the opportunity for all students, parents and staff to celebrate Literature and the importance of reading.

**Excursions**

Across the year the students of Claremont Meadows Public School attended various excursions that related to Key Learning Areas to compliment and enrich their learning outcomes.

Stage One students: In Term Two - Years 1 and 2 went to the Joan Sutherland Centre to attend a stage play “13 Storey Tree House” to enhance their knowledge for their Literature studies.

Four hundred and thirty two students (432), K-6, participated in the Life Education visits at the Life Education Centre at Colyton; where they were provided with a unique opportunity to learn about healthy life choices during weeks 8 and 9 of Term 2.

Two hundred and twenty five (225) 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 20th August.

Seventy nine (79) Year 3 and 4 students and five (5) teachers took part in an overnight excursion to Jenolan Caves on the 18th and 19th September.

Seventy nine (79) Kindergarten students made the expedition to Calmsley Hill Farm to enrich their Literacy and HSIE learning outcomes on the 19th September.

Seventy six (76) Year 5 and 6 students and five (5) teachers, including the Principal, attended the three day Canberra camp on the 27th, 28th and 29th October.

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

**Significant programs and initiatives – Policy and equity funding**

In 2014 for the first time the school was provided additional funding for Social Equity $32,325 and Aboriginal students $6047 through the Resource Allocation Model (RAM).

Our funding was used to:

- Purchase additional teacher time to extend the MultiLit program and provide the opportunity for support to students four (4) days per week (in-conjunction with funding from National Partnership).
- Funding was used to provide additional teacher time so that the school could continue to operate Extension reading groups for identified students in Years Two and Four. The benefits of this are clearly shown in community support, student success and our NAPLAN data.
- Purchase additional School Learning Support officer time to provide in class support for students not meeting grade appropriate outcomes.
- Funding was also used to provide teachers with time to meet with parents / carers to develop and write Personalized Learning Plans for our Indigenous students and Individual Learning Programs for students with identified needs. Across the school approximately 35 plans were developed.

**Aboriginal Education**

At Claremont Meadows in 2014 there were thirteen (13) identified Aboriginal students. There were eight boys and five girls, in classes across K-6.

During the year, Claremont Meadows Public School acknowledges the Aboriginal community within the school and in the broader community through:

- Flying the Aboriginal flag every day.
- Acknowledgement of Country is used to open all school and special events.
- Sorry Day (26th May), National Reconciliation Week (27th May – 3rd June) and NAIDOC Week (7th- 14th July) are formally acknowledged at whole school assemblies, entering competitions and enjoying activities that further each student’s knowledge of Aboriginal history and customs.
- Personal Learning Plans are developed and implemented across the year. Teachers are provided additional release time to fully develop and consult with parents on individual student plans.
- Students K-6 were engaged in lessons across all KLA’s that include Aboriginal History, Culture, Dreamtime and Art.
- Staff volunteer and take on a leadership role in promoting Aboriginal Education across the school.

In 2014 we were provided with a small amount of NORTA money to support an identified student with Literacy and Numeracy needs. This money employed an indigenous School Learning Support Officer and provided in class support in Terms 3 and 4.

We implemented a readiness for school program which provided transition opportunities for our identified Indigenous students entering Kindergarten in 2015. These students and their parents were provided classroom experiences and information to assist them to prepare for school entry.

Our Indigenous students demonstrated good attendance and required no additional intervention.

To celebrate NAIDOC Week each class made artworks reflecting the heritage and the recognition of the Aboriginal and the Torres Strait Islanders as an important and integral part of our history. This made an amazing display in the school hall and has become a good source of reflection for many students and the school community.

**Multicultural Education and Anti-racism**

Claremont Meadows Public School celebrated Harmony Day on Friday 21st March 2014 to recognise the inclusive nature of our nation. The message was ‘Everybody Belongs’ and all children in the school participated in Harmony Day activities during the week. At the Harmony Assembly all of the children learnt the song ‘I’d like to teach the world to sing’, which was led by Ms. James and the choir. Other activities throughout the week included writing poetry, posters and creating artworks on the ‘Harmony Day’ theme. The hall was decorated in a Harmony Day theme and some children were chosen to share their poetry during the assembly.

**The Calendar for Cultural Diversity 2015** has the artworks of eight students from CMPS featured on the April page. Brianna Miller, Isabella Newman, Chloe Eggleton, Charlotte Thomsen, Deacan Lyne, Thomas Tyrrell, Bianca Walker and Kaitlin Reyter; each had their work reflecting the theme “Beyond Borders”.

Our School is a very accepting community with only two Anti-racist referrals made all year. Both matters were handled quickly and effectively by trained anti-racism officers. Parents and students were very happy with the outcome and no further inappropriate behavior has occurred.

**English Language proficiency**

Our School received three (3) days per week or teacher support for English as a Second Language teacher. Across 2014 there were one hundred and fourteen (114) students listed in the ERN database as having a language background other than English.

Of these students 38 students received ESL support. Numbers as follows:
- Kindergarten - 12,
- Year 1 - 12
- Year 2 - 9
- Year 3 - 0
- Year 4 – 2

(including New Arrival Students)

Of these students:
Teachers were provided with release time for the planning and development of Individual Learning Plans through the use of RAM and Flexible funds.

For our students not receiving special funding but identified with learning needs they were supported through a mixture of:
- National Partnership- MultiLit Initiative.
- Learning Assistance Support Teacher (LAST) time allocation.
- School Learning Support Officer in class help under teacher direction.
- The implementation and modification of Individual Education Plans and / or Personalised Learning Plans.

Other significant initiatives
In 2014 we entered the second year of our involvement in the National Partnerships Program receiving $55,000. Last year we identified whole school areas of need and implemented reading/phonic intervention programs for Years 1-3. This year considerable time and resources have continued to be dedicated towards this program to ensure sustainability in 2015 and beyond.

In 2014:
- Under the leadership and program design by Mrs McKenzie, Kindergarten created and implemented a complementary phonics and writing program to work in partnership with the Prelit program.
- Year 1 & 2 have continued their phonics based program and have linked it to Peg Spelling program where appropriate.
- The Story book Reading component of Minilit has been taught as a whole class in Stage 1 and resources have rotated across the grade.
- Thirty three (33) Year 1, twenty (20) Year 2 and eighteen (18) Year 3 students were part of the Minilit program for four (4) days per week.
- A total of thirty one (31) students from Years 4 to 6 were targeted to be part of the Individual Multilit program.

CMPS has continued to use National Partnership funding as well as school and RAM funding to support the resources needed to maintain and sustain the program. In 2014 human resources included a teacher four days a week from Term 1-3, Student learning and Support Officer (SLSO) 4 days a week and one (1) fulltime and one (1) part-time Learning and Support Teacher (LAST).

- Three (3) students received intense program support with 1-1 or 1-2 teacher time.
- All Kindergarten students began the year on Phase 1 and by the end of the year moved to the completion of this Phase. 75% of identified Kindergarten students have achieved or exceeded Stage/Grade expectations in Reading, Writing, Speaking and Listening.
- Students in Year 1 were all achieving highly and were placed in phase two. 80% of Year 1 students have achieved or exceeded Stage/Grade expectations in Reading, Writing, Speaking and Listening.
- Students in Year 2 began the year on Phase 1 and are now placed in Phase 2. It is not expected that these students will need additional support as they are meeting all academic milestones at the end of the school year. 80% of Year 2 students have achieved or exceeded Stage/Grade expectations.
- All students are currently achieving within the phase band that would be expected for their grade.
- The students on intensive support programmes have made excellent progress and have moved Band A2 (Elementary English) to Band B (Transitional English).

Learning and Support
In 2014 we had five (5) students enrolled with identified additional educational needs. Our school was provided with additional funds to provide better access for students engaging with the curriculum. The school received an additional $75,000 which was used to hire School Learning Support officers to assist students in their classrooms and work under the direction of each classroom teacher. The amount of time each student received was determined by: the funding allocation, identified needs and any additional need. For example: 1 student went into a wheel chair for a period of time and needed additional support. This funding was further supported by other school funds. The outcomes included: enhanced access to appropriate curriculum; student engagement to learning tasks, greater classroom access, improved student management and movement across the school and ultimately improved learning outcomes in line with their Individual Learning Plans.
Professional Development has continued to be a priority for SLSO staff, new teachers to the school and all staff. This was done throughout the year so all teachers and SLSO’s are familiar with all school programs including, Prelit, Minilit and Multilit to build knowledge and skills. This funding and training will ensure longevity of the program.

The results over the year from May 2013 to May 2014 show substantial improvement and growth in all literacy aspects for the same groups of students.

**Group 1**

| Year 1 2013 | 83% of students were below expectation in reading. |
| Year 2 2014 | 31% of students were below expectation in reading. |

**Group 2**

| Year 2 2013 | 96% of students were below expectation in reading. |
| Year 3 2014 | 33% of students were below expectation in reading. |

**Group 3**

| Year 3 2013 | 96% of students were below expectation in reading. |
| Year 4 2014 | 47% of students were below expectation in reading. |

In each group, for those still below expectation, growth is evident and they have reduced the gap. Many are only just below.

In 2015 the school will continue to support an early intervention model, with literacy and language as focus areas.

Prelit, Minilit, Multilit and the explicit and systematic approach that these programs provide will be incorporated into daily teaching to ensure school wide practices are in place to support all students to reach their full potential.

Data obtained from assessment for learning and teacher referral will set the criteria for identifying those students in need in 2015.

In 2015 Claremont Meadows staff, students and parents will work together to provide positive outcomes for all.

**Year 2 Extension Reading Program 2014**

A group of students across Year 2 were selected to participate in the accelerated reading program. It was taught by Mrs. McPherson and incorporated nine (9) students across Year 2. All children worked at an accelerated reading level, working with more challenging texts and comprehension activities. The focus of this group was to extend the students at an accelerated level in the aim of supporting gifted and talented ability levels.

**Results**

Students were assessed against a Year 3 NAPLAN test in Term 1 and in Term 3. Students achieved an average increase of five (5) marks from initial testing in Term One. Special mention should be made to Kayla Pate who increased her initial results by 100%.

A standardized assessment (Waddington) was used to assess the identified students’ reading ages during the middle of Term 1 and compared to the same test, in the middle of Term 3. This allowed for accurate comparison of learning growth, measured in reading age across this time period.

The average reading age increase was 1.3 years compared to their chronological age. In particular, Dane Parica achieving 2.7 years above her actual age.

Overall, the growth in Year Two extension reading achievements has been very pleasing. These results are also reflected by running record assessments and common comprehension assessments conducted throughout the year and during Term 4.

**Year 4 Extension Reading Program 2014**

Ten students from Year 4 participated in the Extension Reading program which ran for one hour for the first four mornings of the week and was taught by Mr. Bryan.

Students were selected based on academic performance against school administered tests.

During these lessons students looked at texts in some depth and regularly analysed the
metaphorical language, the idiomatic language and the syntax of the sentences as well as the author’s point of view reflecting the ethics of the time the book was written.

Some of the texts were historical in nature and tied in with the history of the European settlement of Sydney. Visual texts were presented as well as multi modal texts involving a range of media in the presentation of the story. Information texts were also studied.

Students were constantly pushed to read as deeply as possible. Outcomes achieved were consistent with Cluster 11 on the Literacy continuum (two clusters above grade level). All students achieved highly with an average being one and a half years ahead of grade expectations, around 150 – 200 words per minute with an extremely high level of comprehension.

The program was an unqualified success and will continue in 2015 for selected Year 4 students.

School planning and evaluation 2012—2014

School evaluation processes

NSW Public Schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Regular Executive and Staff reviews of the Management plan.
- Weekly staff meetings to discuss or be informed on school practices.
- Parent / school surveys.
- Each semester - collection of academic data on graded tests in the area of Mathematics and Reading levels is obtained and graphed for staff to assess and plan student progress.
- School Finances are managed and reviewed by the Principal and School Administration Officer and reviewed on a fortnightly basis.
- Teacher programs are formally reviewed in week 5 of each term.
- All staff are active participants in the Teacher Assessment Review Schedule (TARs) or Executive Assessment Review Schedule (EARs)

School planning 2012-2014:

School priority 1

Improved NAPLAN results in Literacy and Numeracy to reduce the number of students not achieving proficiency standards by 10% per year. Our goal for 2014 was to have 90% or better of our students at or above minimum standards.

Outcomes and Evidence from 2014

Our 2014 data indicated that we achieved:

- With the exception of Year 5 Writing we achieved better that 90% at above minimum standards. The Year 3 average across the 5 tests 93.88 and the Year 5 average 94.5.
- The Year 5 Writing result are reflective of the data across the State for this year’s paper.

Student Growth: Our data in 2014 reflects that we achieved strong growth for our comparable group of Year 5 students. In the areas of reading, spelling, punctuation and grammar our students’ progress was higher than both the local area and State results; and very comparable in writing and numeracy.

Average Progress for the same group of students 2012-2014

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Spelling</th>
<th>Punctuation &amp; Grammar</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>85.6</td>
<td>96.4</td>
<td>97.4</td>
<td>50.9</td>
<td>88.6</td>
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<tr>
<td>SSG</td>
<td>81.2</td>
<td>84.7</td>
<td>76.3</td>
<td>53.8</td>
<td>87.4</td>
</tr>
<tr>
<td>State</td>
<td>78.8</td>
<td>80.6</td>
<td>79.5</td>
<td>49.3</td>
<td>89.1</td>
</tr>
</tbody>
</table>

Strategies to achieve these outcomes in 2014

- Full implementation of the National Partnership initiative - MultiLit
- Implementation of Extension Reading Programs to Grades 2 & 4 over a number of years in now being reflected in student outcomes.
- On – going Teacher Professional Development and collaborative planning opportunities.

School priority 2

Staff training and development in the areas of the new National Curriculums:
Outcomes from 2014
Evidence of progress towards outcomes in 2014:

- All teaching staff have been fully in-serviced in the curriculum areas of English, Mathematics and Science.
- All three curriculums were trialed across 2014 with full implementation by the second half of the year.
- A new report format was developed in-line with the new curriculum content, structure and use of terminology. These were implemented at the Half Yearly, they were very well received, slightly refined and in full use for the Yearly reports.

Strategies to achieve these outcomes in 2014:

- All teachers were provided additional release time to work in collaborative school teams to develop programs and related knowledge on the English and Mathematics curriculums utilising RAM and the Literacy and Numeracy funding.

All staff completed the following courses:

- A process for planning a unit of work: English K-10 and Mathematics K-10
- Your School and the New Curriculum – Science K-10

Parent/caregiver, student and teacher satisfaction

In 2014 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In addition to the above in 2014 the school utilised the National School Improvement tool to assess our practices – determine staff, student and community views to assist in the formulation of the 2015-17 School Plan.

Their responses are presented below:

We surveyed all elements of the Improvement tool for school staff, this was very time consuming and comprehensive. The overall statistical analysis of their results are listed in column one. We had an average of 28 respondents to each of the elements.

For parents and students: a committee selected one key question from each of the elements that they felt provided the best summary of the element for review and ensured it was in understandable language.

Response rate: Students 384; Parents 133.

The data below is in percentages (%) of the number of responses that fell into either the Outstanding or High category.

An analysis of this demonstrated that:

Students: in general were very happy with the policies and practices at our school- overall result was 91%.

Parents: Similarly were very positive to the questions asked of them with an overall result of 80%.

Staff: The overall data of 76% was a great outcome acknowledging that they felt that we needed to do more (only 35% in the higher ranges) in terms of community contact and engagement. The outcome of this is that Community Engagement has been included as the third priority area in the school plan.

<table>
<thead>
<tr>
<th>Analysis of data</th>
<th>Staff</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>An explicit improvement agenda</td>
<td>86</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>Analysis and discussion of data</td>
<td>64</td>
<td>93</td>
<td>77</td>
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<tr>
<td>A culture that promotes learning</td>
<td>78</td>
<td>87</td>
<td>82</td>
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<td>Targeted use of school resources</td>
<td>88</td>
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<td>75</td>
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<td>An expert teaching team</td>
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<td>86</td>
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<td>Systematic curriculum delivery</td>
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<td>Differentiated teaching and learning</td>
<td>81</td>
<td>92</td>
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<td>Effective pedagogical practices</td>
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<td>77</td>
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<tr>
<td>School-community partnerships</td>
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<td>93</td>
<td>74</td>
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<tr>
<td>Overall result</td>
<td>76</td>
<td>91</td>
<td>80</td>
</tr>
</tbody>
</table>
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The staff worked collaboratively with the school community to develop and implement a new school plan for 2015-17. Three strategic directions were developed and include:

1. **Students**: Academic excellence for all students- a systematic delivery of quality Literacy and Numeracy programs focused on improved learning outcomes.
2. **School Staff**: Professional development of staff to create meaningful and relevant opportunities that translates into quality teaching and learning practices for students.
3. **Community**: Community engagement – implementation of meaningful communication that engages a supportive school community.

The full plan is located on the School’s website.

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
Mrs. Carolyn Stephens- Assistant Principal
Mrs. Glenda Jackson – Assistant Principal
Mrs. Kerry Jackson – Rel Assistant Principal
Mrs. Amanda McKenzie
Mrs. Glenys Henderson- Teacher
Miss Gabrielle Cohen- Teacher
Mr. Andrew Xuereb- Teacher
Mrs. Kobe Kenny - Teacher
Mrs. Tracy McPherson - Teacher
Ms. Neridah James –Teacher
MR. Robert Jackson – Teacher
Mrs Lyn Compton - Teacher
Mr Stephen Bryan- ESL Teacher
Mrs. Gail Tuckwell- School Admin Manager
Mrs. Kim Mc Quillan- School Admin Officer

Mrs. Karen Britton- P&C President

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: