School context

Claremont Meadows Public School opened in 1998 and has been fully operational for 15 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 experiencing growth through increasing enrolments, especially in Kindergarten. 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 run by the YMCA. Across 2013-14 our school has been placed on the National Partnership Literacy and Numeracy program.

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.

The content of this report is only a summary of the outstanding programs implemented across 2013.

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 holds its meetings on Tuesday evenings at 7pm in weeks four and eight of each term. The P&C effectively works in partnership with the school. Across 2013, the P&C in collaboration with the school, held various fundraising activities and the funds raised were to be used to purchase wireless internet for the school, iPad’s and a Macbook and an portable electronic whiteboard.

Some of our achievements included:

A Christmas Raffle, Easter Raffle, Mother’s Day Stall and Father’s Day Stall, which raised a combined total of $5064.30. In collaboration with the school we held a Walk-A-Thon which was a huge success and raised $3716.40 and a Disco which raised $637. We also had a Cookie dough fundraiser which raised $570 and a Carnival which raised $5016.37.

Due to our fantastic fundraising efforts we were able to contribute $19493.37 which was used to purchase 20 iPad’s and a Macbook that are available for all students in the school to use, wireless internet for the school and also a portable electronic whiteboard for our new classroom.

The P&C also paid for the students in Year 5 to attend the C.A.R.E.S bike safety program at a cost of $1663. A payment of $1000 for the purchase of end of year awards was also given to the school.

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

Student representative’s message

2013 Prefect Body

In 2013 our Captains were: Olivia Smith and Kieran Butt
Prefects: Eliza Lean, Kasey Nursimloo, Caitlin Brown, Ebony Wells, Trent Lethorn, Morven Singh.

The Captains and Prefects of 2013 have proudly represented the students of our school throughout the year. They have demonstrated a commitment to their many duties and assigned roles within the school. Over the year the Captains and Prefects have developed confidence in leading whole school and special assemblies. Our 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 2013 prefects
have performed these tasks with pride and have been responsible role models for their peers. They have always led by example and are Safe, Respectful, Responsible, Learners.

School Captains Message

We feel honoured to be the 2013 School Captains of Claremont Meadows Public School. It has been very fun for us to run the whole school assemblies, alongside our fellow prefects, on Thursday afternoons. We have felt very proud of being able to run special assemblies such as, The ANZAC assembly, The Grandparents Day assembly and The Education Week assembly. As leaders we have had lots of duties such as: mail and tokens, office duties and the honour of being able to raise and take down the Australian and Aboriginal flags.

We have been able to attend special events such as the Young Leaders Day. At this event we heard many inspirational stories about leadership, we felt very privileged to be there.

As this is our final year at Claremont Meadows we will be very unhappy to leave and go off to high school. We will always remember our time at Claremont Meadows and the fun we’ve had. We will also never forget being the School Captains in 2013 of this school. We both wish good luck to the upcoming school leaders for 2014.
Olivia Smith & Kieran Butt

SRC REPORT 2013

The SRC have been meeting fortnightly this year. The students have had the opportunity to bring issues to the meeting to discuss.

Our first meeting dealt with a request from Westmead Children’s hospital for the school to raise funds to assist the physiotherapy department. The students decided to have a buddy class sports day with a gold coin donation to participate on the day. The student’s raised $384.00 which was gratefully accepted by the hospital. Stewart House a charity for needy NSW school children sent out an envelope drive asking for donations and this was well supported by the parents of our school.

An issue that was raised by the students was the need for marked soccer fields in the back playground. This was immediately addressed by the Principal and the students reported satisfaction with the result.

The Term 3 Talent Quest was run by the SRC and the event was enjoyed by the whole school. Elif and Jhye the Year 5/6 SRCs were the MC’s on the day. Olivia and Bowen looked after the music.

The SRC members held a Christmas Party in Term 4 to celebrate and acknowledge them for their participation in this school program.
Mrs. Y. Wilson & Mrs. J. Vleeskens

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 anticipated additional class being created in 2014 in part due to a large number of younger children in the area and extensive home building occurring.
Student attendance profile

Our attendance patterns are fairly similar to that of both the Region and the State. An area of impact for our school to these statistics is the high number of parents who take their students on holidays during school time.

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Management of non-attendance

Our school generates and sends home letters seeking advice on absences not covered by parent notes. 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.

Workforce information

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

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

Through special funding, we have six (6) School Learning Support Officers employed on a term by term or special need basis.

Across the year our staffing has been very stable with one staff change; one teacher received a transfer as a result a new staff member was appointed. With an increase in student numbers in 2013 our school Executive increased to include a fourth Assistant Principal. Mrs. Glenda Jackson was successful in obtaining this position through the merit selection process.

Workforce composition

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<td>Classroom Teacher(s)</td>
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<td>Learning and Support Teacher(s)</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Claremont Meadows Public School has one very proud Indigenous teacher on their team.

Teacher qualifications

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

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<th>Qualifications</th>
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<td>NSW Institute of Teachers Accreditation</td>
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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.
Date of financial summary 30/11/2013

**Income**
- Balance brought forward 201,737.61
- Global funds 194,188.29
- Tied funds 156,034.11
- School & community sources 139,060.88
- Interest 7,211.19
- Trust receipts 14,395.65
- Canteen 0.00
- Total income 712,627.73

**Expenditure**
- Teaching & learning
  - Key learning areas 33,270.00
  - Excursions 41,231.19
  - Extracurricular dissections 41,679.60
- Library 4,197.06
- Training & development 3,916.29
- Tied funds 169,252.09
- Casual relief teachers 46,898.90
- Administration & office 65,402.43
- School-operated canteen 0.00
- Utilities 46,452.48
- Maintenance 20,777.10
- Trust accounts 16,775.75
- Capital programs 13,668.63
- Total expenditure 503,521.52

**Balance carried forward** 209,106.21

In 2013 our main capital expense was the electronic notice board located at the front of the school at a cost of $14,073.

Money has been set aside to assist in payment for:

1. An interactive white board for new demountable in 2014 - $8000.
2. A further $10,000 has been set aside for professional development in the new curriculums.
3. $20,000 accumulated and being kept to go towards the purchase of 2 new photocopiers in 2015/16.
4. An additional $15,000 has been set aside to further support the National Partnership initiative to allow the program to run across 4 days each week.

A full copy of the school’s 2013 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 2013**

**Academic Achievements**

2013 Year 4 Intensive Reading Scheme

Students across Year 4 participated in an intensive reading program that ran the entire year of 2013. The aim and the focus of the reading program was to increase reading levels and abilities, provide consistent support of comprehension strategies and increasing the students’ ability to use inferential knowledge to successfully predict a written text.

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

Once the results from the assessments were conducted students were identified and divided into a variety of groups to best support their reading skills and ability.

Mrs. McCracken and Mrs. Griffiths worked on fundamental skills with children who required remedial support. During these sessions they 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, Mrs. Sutton and Mrs. Jackson worked intensively with students who were achieving at a close to or expected Year 4 level. They worked towards enhancing the ability levels within their groups by focusing on fluency, accuracy, comprehension and inferential knowledge. Laptops were regularly used to support differing learning styles and to access a variety of multimodal texts through ICT.

Mr. McGowan 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 gifted and talented ability levels.

Results
Students in Mr. McGowan’s group were tested against a Year 5 NAPLAN test late in Term 3. Students achieved an average mark of 79% with Georgia Simpson achieving 100%.

During 2013, students in Year 4 attended Year 4 Reading Groups. This program was a CMPS initiative aimed at providing intensive instruction in reading skills, particularly in strategies of decoding and comprehension, for 1 hour sessions, 4 days per week throughout the year.

There were a total of fifty two (52) students in Year 4. 10 students were withdrawn by Mr. McGowan for extension reading and 8 students were withdrawn by Mrs. McCracken for remedial reading. An additional two students operated on individual programs provided by the classroom teacher within their classroom under the supervision of a SLSO. This then allowed classroom teachers smaller numbers to cater for individual ability levels within the classroom during this hour.

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

The results speak for themselves, also considering further growth has been made across the end of Term 3 and the beginning of Term 4. For the six month sample assessed:

Total grade Average Growth: 9.4 months growth.

Including:

- Thirteen (13) students individually achieving greater than 12 months growth
- Eighteen (18) students gaining individual growth between 6 and 12 months growth
- Thirteen (13) students are achieving beyond a reading age of 11 years
- Eighteen (18) students are achieving between a reading age of 10 and 11 years.

Considering the average chronological age for a Year 4 student is 9.5 years during Term 3, this indicates that Thirty one (31) students (59.6%) are reading above their expected grade level. In addition a further students 13 (25%) are achieving at their expected level with a reading age between 9 and 10 years.

Five (5) students are reading below the expected grade level with a reading age between 8 and 9 years, however, their average growth during the assessment period was 4.6 months (range from 0 to 9 months). This was quite an impressive achievement for young students struggling to read.

A further two (2) students are achieving between 7-8 years with both students achieving a 5 month growth in reading age. Once again, an impressive achievement for these students!

As expected with standardised assessment, four (4) students recorded nil or a few month’s negative growth. This can be accounted for by the standard error of measurement of the measuring tool. Also, one of these students recorded an extremely high absence rate during this time, one student achieved near perfect scores on both assessments but one or two questions lower on the second assessment and other student had significant personal issues that would account for poor performance during this time.

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

Premiers Reading Challenge
Claremont Meadows Public school continues to celebrate the dedication of our students, as they strive to enhance their reading skills. This year 303 students have obtained certificates for successfully completing the 2013 Premiers Reading Challenge.
Thirty seven (37) of these students were presented with their Gold Awards at the Celebration of Learning Assembly, acknowledging their commitment and determination to reading. To achieve the honour of a Platinum Award, students are required to complete the challenge for seven consecutive years. Claremont Meadows Public School value and respect the students’ persistent efforts to extend their reading skills.

This valuable challenge complements and strengthens the quality teaching and learning programs within our school community.

**Years 3-6 Public Speaking and Oral Reading Competition**

The 2013 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 2nd August, 2013. Our visiting adjudicator Mr. Turner (Head Teacher English, Kingswood High School) had the difficult task of selecting the winning speakers from a talented group of students.

School finalists for 2013 were:
Year 3 – Alannah Britton
Year 4 – Isabelle Fogg
Year 5 – Faith Dose
Year 6 – Eliza Lean

Our finalists for each grade went on to represent our school at the Cluster Final which was held at Werrington County Public School on Monday 20th August, 2012.

All our students are to be congratulated on their excellent presentations on the day. Both Alannah and Isabelle were successful in gaining a place in the Penrith Valley Grand Final held at Glenmore Park Public School on Monday 4th November, 2013. Both students represented our school proudly.

**Multicultural Perspectives Public Speaking Competition 2013**

This year students from Claremont Meadows Public School attended the Multicultural Perspectives Public Speaking Competition held at Braddock Public School on 24th June, 2013. Our school was represented by four talented public speakers:

Olivia Smith Yr 6
Caleb Tanielu – Yr 5
Elizabeth Falconer – Yr 4
Mariah Nicholopoulos - Yr 3

The competition is divided into two parts. Firstly, the students are required to present a speech related to a multicultural issue, displaying their understanding, knowledge and opinion of the issue. Secondly the students are required to present an impromptu speech which challenges their skills and ability to think on their feet.

The competition was extremely strong and our speakers are to be congratulated on a great effort.

Olivia Smith our Year 6 entrant was successful in winning her year and represented the Penrith Cluster at Lewisham Arts Centre on the 8th August, 2013. She is to be congratulated on her great effort on the day.

**Kingswood Learning Community Public Speaking Competition 2013**

On 17th August 2013 our school sent two representatives to Kingswood High School to
participate in the Kingswood Learning Community Public Speaking Competition.

Congratulations to:
Eliza Lean Yr 6
Faith Dose Yr 5

Both students represented our school proudly to present outstanding speeches and win their division.

Achievements in Arts, Dance, Choir and Sport

Choir

During 2013 the students involved in the Claremont Meadows School Choir worked very hard rehearsing for not one, but two major performance events.

This year, students from the choir auditioned to be part of the Sydney Pulse Concert massed choir. The massed choir is made up of students from Primary Schools and High Schools across the Western Sydney Region, with twelve (12) students selected from each school. The students selected for the Pulse Concert had the opportunity to perform a selection of songs at the Sydney Opera House, which were rehearsed throughout the year.

In September, our Pulse Choir members travelled by train with Ms. James and Ms. Le Ban to attend a full day of final dress rehearsal on the Opera House stage, followed by a walk around the beautiful Sydney Harbour, dinner at City Extra and a fabulous evening of performing to hundreds of audience members.

The Penrith Valley Performing Arts Festival was another highlight for the choir. All members of the choir were involved in this event. The students were required to learn and rehearse eight (8) songs for the festival. Our school choir performed during the evening performances on two nights and represented our school admirably.

I have been very impressed with the dedication and commitment shown by the choir students. Preparation for the Pulse Concert and the Penrith Valley Performing Arts Festival included travel to other schools to attend rehearsal days. I would like to thank the parents who graciously offered their time to assist in transporting the students to rehearsal days.

I would also like to thank all parents of the choir students for their ongoing support leading up to, and during, our performance events. The choir students are looking forward to performing again at the end of the year, with a new song they are currently rehearsing.

We are looking forward to continuing our involvement in the Performing Arts next year.
Ms. N James - Choir Co-ordinator

Dance

This year our school’s dance groups have achieved great success. Two groups of dancers spent an enormous amount of time learning choreography and rehearsing dance routines with Mrs. Sheppeard, Mrs. Kenny, Mrs. Jackson and Ms. Cohen.

Our Junior Dance group consisted of twenty five (25) mixed students from Grades 3 and 4. Our Senior Dance Group consisted of nineteen (19) girls from Grades 5 and 6. Both 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, two Year Six students, Lindsay Evans and Sharnee Mount-Hayter were given the opportunity to represent our school at the Western Sydney Regional Dance Camp—“Dance Off!” This camp is a three day camp where gifted students are given the opportunity to be trained, challenged and inspired by professional choreographers and then showcase their talent in a culminating performance.
Five talented Stage 3 dancers also represented our school in dance by participating in a Dance Workshop at Nepean Creative Arts and Performing High School through the Blue Mountains Nepean Dance Festival. The workshop was a one day event where students were trained by professional dance teachers in the areas of Contemporary/Circus, Jazz/Funk and Hip Hop.

A special mention needs to go to Lindsay Evans in Year 6 who contributed a great deal of her time to assist in the choreography of the Senior Girls Dance Group and to assist in the teaching of the routine to her Dance Group.

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 was a great success. The forty eight (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 Jackson was an official on the day.

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 Mrs. James) as they were cheered on by family and carers. Students aged eight and over competed in track and field events organised by Mrs. Kenny and Mr. Xuereb. A team of thirty two (32) students represented our school at the District Athletics Carnival held at Harold Corr Oval, Werrington. Mr. Xuereb was our team manager and Mr. Bryan acted as a carnival official over the two days. Our students were wonderful ambassadors for our school. Outstanding achievements by Claremont Meadows P.S. students:

- Hayley O’Hare (Yr. 6) 1st in Snr Girls High Jump
- Mohamed Bah (Yr. 4) 2nd in 11yrs Boys 200m
- Tristan Patton (Yr. 5) 3rd in 11yrs Boys High Jump

Hayley O’Hare and Mohamed Bah represented Penrith PSSA at the Regional Athletics Carnival held at Blacktown International Sports Park. Hayley went on to represent Sydney West Region at the State Athletics Carnival in the Senior Girls High Jump.
Representative Teams: Georgia Britton (Yr. 6) achieved selection in the NSW PSSA Girls Softball team.

NRL Backyard League: In Term 4 students across grades 3-6 took part in touch football workshops conducted by NRL educational officers and student leaders from neighbouring Kingswood HS. The program ran across the first half term thanks to postponements due to bushfire related smoke and rain.

UWS Students: Claremont Meadows P.S. 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 focussed on high participation and skill development.

School Swimming and Water Safety Program

Mrs. Simpson organised Swim School in Term 4 for one hundred and seven (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:

Our 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.

Excursions

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

- Ninety Nine (99) Stage 3 students attended an incursion where we had a special visitor for our Antarctica Day by an explorer on the 12th March to complement their HSIE unit on Antarctica.
- Stage 1 students, Years 1 and 2, went to the Joan Sutherland Centre to attend a stage play “Room on the Broom” to enhance their knowledge for their Literature studies in class on the 21st June.
- Three hundred and eighty eight (388) students, 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 (200) 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.
- Eighty eight (88) Year 3 and 4 students took part in an overnight excursion to Camp Yarramundi on the 5th and 6th September.
- Seventy seven (77) Kindergarten students made the expedition to Calmsley Hill Farm to enrich their Literacy and HSIE learning outcomes on the 6th September.
- Seventy two (72) Year 5 and 6 students attended the Great Aussie Bush Camp at Tea Gardens on the 18th 19th and 20th September. 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.

Special events:

In 2013 we held 4 major events that were exceptionally well attended by the school community and continue to be a feature of our school. These included:
1. Grandparents Day.
2. Easter Hat parade
3. Education Week – Open Day and Book Fair
4. Book character parade was held for the first time with huge success.
Claremont Meadows Public School supports the 21st century learner with existing technology within the school consisting of: 19 Interactive Whiteboards, one in every classroom; 2 portable laptop labs; a computer lab in the Library and numerous computers within each classroom. Many additions have been added to our technology portfolio throughout 2013.

**ET4L Server**
ICT at Claremont Meadows Public School in 2013 has seen dramatic changes throughout the year. In Term 1 our school’s old server was decommissioned and we went over to the new Department of Education & Communities ET4L server. Initially this was a very busy time in our school with every computer being reimaged and configured to the server. Now that all the technology glitches have been ironed out, this has meant that remote access and maintenance can be conducted on the server and any computer connected to our network.

**Wireless Network & iPads**
Thanks to the support of the Claremont Meadows Public School P&C our school has installed wireless technology across the entire site. It is now possible for students to use our laptops sitting in their classrooms or under the COLA. This wireless network also supports and runs our portable labs of iPads. The use of iPads has been a focus for the year with many educational learning apps being installed to support our reading and phonics programs within the school.

**Clicker 6**
Staff and students have been working collaboratively on the Clicker 6 program which supports and assists with both reading and writing skills. All student desktop and laptop computers across the school have had this program installed on them and link via our network to a Clicker 6 Super Drive. This Clicker 6 Super Drive supports and enhances the program by supplying an abundance of reading texts of varying abilities levels.

**Electronic Noticeboard**
Claremont Meadows Public School continues to lead technologically throughout the Penrith area. An Electronic Noticeboard has been installed, providing the community with up to date information related to the operation of the school. This is also a fantastic tool to reinforce the 40 km/h speed limit during school zones. The noticeboard is connected to the administration block and can be edited on a daily basis with ease and convenience.

Future direction for technology at Claremont Meadows Public School is to stay abreast of innovative ICT resources to enhance school programs and to support the learning of our students in an ever changing technologically savvy world. We are committed to offering 21st Century equipment for the 21st Century Learner.

**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. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 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 to access the school data.

**Minimum Standards data**

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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<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>

This data reflects that a high number of our students are at or above the minimum standards at the time of the NAPLAN assessment.

**Other achievements**

**University of NSW Competitions**

In 2013, eight six (86) 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 14 credits and 2 distinction obtained from the students at Claremont Meadows Public School.

| | Participants | Credit | Distinction | High Distinction |
|---|
| English | 18 | 2 | 1 | 0 |
| Mathematics | 20 | 2 | 0 | 0 |

**Significant programs and initiatives**

**Aboriginal Education**

At Claremont Meadows in 2013 there were twelve (12) identified Aboriginal students. There were seven boys and five girls, in classes across the school.

- Kindergarten – 2 students
- Year 1- 2 students
- Year 2- 1 student
- Year 3- 1 student
- Year 4- 1 student
- Year 5- 2 students
- Year 6- 3 students

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 practiced 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.
- Personal Learning Plans are developed and implemented across the year.
- Students K-6 are engaged in lessons across all KLA’s that include Aboriginal History, Culture, Dreamtime and Art.

In 2013 we were provided with a small amount of NORTA NORTA money to support two (2) identified students with their Literacy and Numeracy needs. This money employed additional School Learning support officer and provided in class support in term 3 with a specific area of focus on mathematics as an identified area of need for both students.
We implemented a readiness for school program which provided transition opportunities for our identified indigenous students entering kindergarten in 2014. These students and their parents were provided classroom experiences and information to assist them prepare for school entry.

Our identified year 6 students were provided additional transition opportunities with their chosen high schools and liaison was held between both schools to ensure a smooth and effective transition was implemented. Our Indigenous students demonstrated good attendance and required no additional intervention.

Multicultural Education

To meet the needs of our students with language backgrounds other than English in 2013 we employed a English as a Second Language Teacher (ESL) for 3 days per week and additional 1.5 days per week to support newly arrived students. Our 2013 data indicated that:

- There were one hundred and six (106) students listed in the ERN database as having a language background other than English (as 11/11/2013).
- Forty Two (42) students received ESL support. Numbers as follows: Kindergarten – (16), Year 1-(12), Year 2- (9), Year 3 –( 4), Year 4-( 1). (These include New Arrivals Students).
- Four (4) students received support on a school based New Arrivals Program. Two of these are on an individual tuition basis and two are integrated with their class group.
- All Kindergarten students began the year on Phase 1 and are now moving to completion of this Phase.
- Students in Year 2 began the year on Phase 1 and are now placed in Phase 2.
- Two (2) New arrivals students will also complete phase 1 by the end of the year. One (1) will complete at it the end of term 1 in 2014.
- 75% of Kindergarten students have achieved or exceeded Stage/Grade expectations in Reading, Writing, Talking and Listening.
- 82% of Year 1 students have achieved or exceeded Stage/Grade expectations in Reading, Writing, Talking and Listening.
- 66% of Year 2 students have achieved or exceeded Stage/ Grade expectations
- 75% of Year 3 Students have achieved or exceeded Stage/ Grade expectations
- A Multi-cultural/ Harmony day was not held this year, although plans are under way for a day early in 2014.
- The school has appointed and trained two (2) Anti -Racism Coordinators who have reported that there was only one incident which was successfully resolved. Students and parents reported that they were happy with the resolution.

Positive Behaviour for Learning (PBL) 2013

Claremont Meadows Public School has been a Positive Behaviour for Learning (PBL) School for 8 years. We have continuously worked towards positive outcomes for all members of the school and community.

Throughout 2013 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:

- 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.

This year the PBL team have reviewed and restructured PBL teaching strategies with the introduction of a PBL folder to each classroom to assist teachers with lessons and ensure the 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 Honour Awards, also stage Recognition Day and Token Tally Barbecues. In 2013 we awarded:

148 Principal’s Awards
34 Honour Awards
3 Medallions

**National Partnerships**

This year CMPS was, for the first time, included in the ILNNP Improving Literacy and Numeracy National Partnership. The ILNNP uses evidence-based approaches to lift the performance of students in literacy and numeracy, particularly those who fall behind and require extra support.

Claremont Meadows P.S. used evidence and data to identify and address students’ needs in Literacy and Numeracy. A variety of baseline data including: Best Start, Naplan, Reading Levels and Continuum Clusters were used to inform school planning.

The best start data indicated that children that were well below or below expectation in the aspect of Reading at the beginning of Term 1 include:

- Kindergarten - 82.2%
- Year 1 - 49%
- Year 2 - 46.6%

This data indicates that the majority of children coming into Kindergarten are already well below or below NSW expected standards. It was evident that a whole-school approach to reading, specifically the aspects of phonic and phonemic awareness was needed.

The research based programs Prelit (Kindergarten), Minilit (Years 1-3) and Multilit (Years 3 – 6) were purchased to implement a fully sustainable whole school program to target phonics, phonemic awareness and word attack skills in reading. The program evolves from Prelit (whole class) to Minilit (Small group) to Multilit (Individual). Human resources used to support the transition and ensure the sustainability of the program included a National Partnership teacher 4 days a week, SLLO (School Learning Support Officer) 4 days a week working collaboratively with 1 fulltime and 1 part time LAST- (Learning and Support Teacher).

Professional development was given to the Leading Teacher, LAST and SLLO’s who are specifically implementing the intervention programs. Leaders then provided professional development and support to classroom teachers. This was attained through workshops, modelled lessons, peer teaching and sharing of resources, programs and ideas.

The end of 2013 results after 7 months of program implementation included:

- Year 1 – An average gain of 8.58 reading levels ranging from 9-22
- Year 2 – An average gain of 7.75 reading levels ranging from 17-23
- Year 3 – An average gain of 7.54 reading levels ranging from 17 – 29

The greatest gains were made by Year 1, Year 2 and then Year 3. This highlights the need for early intervention and a Year 1 focus for the program in 2014. The National Partnership teachers, 2 LAST teachers and 1 SLLO will continue to support the reading programs in 2014 to ensure sustainability and support classroom teachers.

In Numeracy the NAPLAN data from 2012 indicated 8.3% of Year 5 students in Band 3 for Numeracy and 100% of Aboriginal students in Band 3. The data also highlighted the lack of students in Band 7 and 8 (8.4%). The data indicated a need to support children experiencing difficulty as well as extending our high students. This was achieved by streaming Year 5 & 6 Mathematics group for 1 hour a day, 4 days a week. Additional staff was allocated to reduce group sizes and provide differentiated Numeracy strategies. This allowed for seven (7) staff (Stage 3 teachers, Assistant Principal, EAL/D teacher and further supported by a School Learning Support Officer to cater for ninety six (96) Year 5 and 6 students. The smallest group of thirteen (13) Year 6 students included three (3) Aboriginal students was supported by a teacher aide utilizing Norta Norta funding.

Children in the remediation math’s group, on average, scored over 50% on the end of year standardized math’s test. The children in the extension math’s group achieved on average 79%
on the standardized end of year math’s test, with 20% achieving over 90%. These results are an indication of the success of the mathematica group program.

The National Partnership teacher, two (2) Learning and Support Teachers (LAST) and one (1) School Learning Support Officer will continue to support the reading programs in 2014 to ensure sustainability and support classroom teachers throughout 2014 and into the future.

School planning and evaluation

2012—2014

School evaluation processes

The School conducts on going evaluations in all aspects of school operations some of these 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.
- School finances are managed and reviewed by the Principal and School Administration Officer on a fortnightly basis.
- Teacher programs are formally reviewed in week 5 of each term.

Our 2013 data indicated that we achieved:
- Above 88% in all areas for both grades.
- With the exception of Spelling – Year 3 at 88.9% all areas were above 90%.

Student Growth: from Year 3 to Year 5 for the same group of students.

Our data in 2013 reflects that we achieved strong growth for both individual grades and school practices.

| Average progress in Reading between Year 3 and 5* |
|---------------------------------|--------|--------|--------|
| School | 72.3     | 50.7     | 89.9     | 101.2     |
| SSG    | 85.2     | 74.6     | 79.0     | 84.7      |
| State  | DEC      | 83.7     | 74.0     | 79.2     | 85.7      |

In Reading: our growth was 101.2 as compared to the State which was 85.7.

| Average progress in Numeracy between Year 3 and 5* |
|------------------------------------------|--------|--------|--------|
| School | 88.1     | 74.9     | 109.5    | 93.8     |
| SSG    | 87.3     | 96.2     | 97.7     | 84.6     |
| State  | DEC      | 89.6     | 95.8     | 98.2     | 89.7      |

In Numeracy: our growth was 93.8 as compared to the State which was 89.7.

Our 2014 target will be to achieve 90% or better above minimum proficiency standards in NAPLAN.

School planning 2012—2014:
progress in 2013

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 is to have 90% or better of our students at or above minimum standards.

Outcomes from 2012–2014

The school goal for 2013 was to have 88% of all Year 3 and 5 students at or above minimum proficiency standards in NAPLAN.

Our 2014 target will be to achieve 90% or better above minimum proficiency standards in NAPLAN.

Strategies to achieve these outcomes in 2014

- Provision of MultiLit to all identified at need students.
- Continue with the extension and remediation reading groups in Years 2 and 4.
- Full implementation of both the English and Mathematics curriculums.
- Provision of intervention through SLSO and LAST teacher support to identified students.
- Individual Education Plans and Personalised Learning Plans written in partnership and fully implemented.

**School Priority 2**

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.

**Outcomes from 2012–2014**

All teaching staff has completed appropriate in-service training on both the English and Mathematics curriculum’s ensuring that both will be fully implemented in 2014.

**Evidence of progress towards outcomes in 2013:**

- All Executive staff has attended facilitator courses in knowledge and presentation of the New Curriculum’s. All permanent staff members (24) and some temporary staff members have successfully completed the following professional learning courses:
  - Number (#) represents the number of staff completing this course.
  - The Learner and the New Curriculum (27)
  - Teaching for the New Curriculum (25)
  - Your School and the K-10 English syllabus for the Australian curriculum (26)
  - Your School and the K-10 Mathematics syllabus for the Australian curriculum (24)
  - Term 4 2013 the English curriculum was trailed and programmed for full introduction in 2014 (24)
  - A Mathematics scope and sequence has been developed K-6 for our school and will be fully implemented in 2014 (24)

**Strategies to achieve these outcomes in 2014:**

To further embed the new curriculums and develop teacher professional knowledge further the following strategies will be implemented:

- All teachers will be provided additional release time to work in collaborative school teams to develop programs and related knowledge on the English and Mathematics curriculums.

In the second half of the year; all teachers will have the opportunity to complete the following courses on our Professional learning days at the start of each term:

- A process for planning a unit of work: English K-10 and Mathematics K-10
- Your School and the New Curriculum –History K-6
- When released – Differentiated learning.

**Professional learning**

Across 2013 there were for main areas of professional learning these included:

1. Knowledge and understanding of the new curriculums (See School Priority 2).
2. Learning how to use a new Spectronics program with a focus on reading and writing using technology. Staff participated in two online training sessions and a whole day with a consultant. They have been provided with planning time; programs have been developed and the “clicker program” is now fully implemented across the school.
3. The third area was extensive training in the MultiLit program (see section on National Partnerships). This program has been implemented across the school with training provided to all staff and our School Learning Support Officers and will be extended in its application in 2014.
4. The fourth area included a range of compliance courses some of which were also attended by School Administration staff and School Learning Support Officers including:

Number (#) represents the number of staff completing this course.

- Code of Conduct training (32- nil cost)
- 2013 Child Protection up date (32- nil cost)
- Anaphylaxis training for staff (29)
- PLAN training (24)
- CPR and First aid (24)
- Asthma awareness training (32)
- Every Student every School – module 1 (23)
- Disability Standards for Education (30)
At Claremont Meadows Public School in 2013:

- Three (3) staff members successfully completed their documentation for accreditation with the NSW Institute of Teachers.
- Four (4) new scheme teachers have continued their maintenance of accreditation at the professional Competence level.

To meet the costs of all staff training and development a range of funding sources were used.

The following table provides a break down on the funding source and the actual amount of money spent. This calculates too approximately $1495 per person based on 26 attending.

<table>
<thead>
<tr>
<th>Source of funding</th>
<th>Expenditure</th>
</tr>
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<tbody>
<tr>
<td>Tied grant – Teacher Professional Learning</td>
<td>$13,148.40</td>
</tr>
<tr>
<td>Tied grant – National Partnership – Literacy and Numeracy (Multi Lit)</td>
<td>$5110.90</td>
</tr>
<tr>
<td>Tied grant – Every School Every Student (Spectronics)</td>
<td>$8288.23</td>
</tr>
<tr>
<td>Tied grant – New Syllabus</td>
<td>$6212.88</td>
</tr>
<tr>
<td>Tied grant – Training and Development</td>
<td>$3599.36</td>
</tr>
<tr>
<td>Additional School funds</td>
<td>$2500</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td><strong>$38859.77</strong></td>
</tr>
</tbody>
</table>

**2013 Staff Development Day Agenda’s:**

**Tuesday 29th January:**
- Code of Conduct training
- Child Protection 2013 up-date
- Bliss training
- Mathematics review
- Collaborative planning and preparation time.

**Monday 29th April:**
- Whole day in servicing with Spectonics consultant on the Clicker program.

**Tuesday 30th April**
- The Learner and the New Curriculum

**Monday 15th July**
- Your School and the K-10 English syllabus for the Australian curriculum.
- Your School and the K-10 Mathematics syllabus for the Australian curriculum.

Our end of year Staff Development Day was moved and held on Saturday 24th August to allow staff to complete the course and prepare for a full 2014 introduction:

- Lessons 1, 2 & 3 in the Disability Standards for Education.
- Collaborative team planning time.

**Parent/caregiver, student and teacher satisfaction.**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

NSW public schools conduct evaluations to support the effective implementation of the school plan.

The processes used include:

In 2013 in line with our development of technology we surveyed our school community through a simple 6 question survey utilising the Survey Monkey tool.

All members of the community were asked to rate 6 questions into four categories: Almost always, Usually; Sometimes and Rarely.

The data below reflects combined percentages of Almost Always and Usually as these are both positive results.

<table>
<thead>
<tr>
<th>Question</th>
<th>Parent</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School is always looking for ways to improve what it does. Through: professional learning, meetings, surveys and open discussions with the school community.</td>
<td>66.67</td>
<td>84.62</td>
<td>83.33</td>
</tr>
<tr>
<td>Students at the school demonstrate pride in their learning through:</td>
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16
uniform, attitude, participation and success.  

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<tbody>
<tr>
<td>85.00</td>
<td>79.74</td>
<td>93.76</td>
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The school encourages students to do their best through: rewards and acknowledgement.  

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<tbody>
<tr>
<td>71.45</td>
<td>85.52</td>
<td>90.00</td>
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</table>

The school communicates effectively with students and parents through: notes, newsletters, school website, assemblies and discussions.  

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<tbody>
<tr>
<td>80.95</td>
<td>69.23</td>
<td>86.67</td>
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</table>

Teachers provide class activities that are interesting and appropriate to student’s needs and abilities.  

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<tbody>
<tr>
<td>80.96</td>
<td>81.00</td>
<td>90.00</td>
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Students have access to good technology equipment that helps their learning through: computers, electronic whiteboards, internet and Ipads.  

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<tr>
<td>71.43</td>
<td>77.22</td>
<td>80.65</td>
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</table>

Conclusions:

The results whilst all very positive, it needs to be noted that we had a limited response from both parents and students. As a new tool to our school we acknowledge that we need to provide further advice and school structures to ensure knowledge and understanding of the tool so that we have a greater response rate. The area of lowest response from the sample was that of ‘The School is always looking for ways to improve what it does’ at 66.67%. In 2013, all teacher’s at Claremont Meadows P.S. were very actively involved in a large range of professional training and development of curriculum knowledge. From this data, one conclusion possible is that, whilst we communicate well, we need to include information for parents of the key areas of professional development being undertaken.

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.

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 Glenys Henderson- Teacher  
Mrs Kerry Jackson -Teacher  
Mr Andrew Xuereb- Teacher  
Mrs Kobe Kenny - Teacher  
Mrs Glenda Jackson- Teacher  
Ms Neridah James –Teacher  
Ms Stephen Bryan- ESL Teacher  
Mrs Karen Britton- P&C President  
Mrs Kim Mc Quillan- School Admin Officer  

School contact information  
Claremont Meadows Public School  
124 Sunflower Drive  
Claremont Meadows NSW 2747

Ph: (02) 9833 0711  
Fax (02) 9833 0755  
Email: claremontm-p.school @det.nsw.edu.au  
Web: www.claremontm-p.schools.nsw.edu.au  
School Code: 4622

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:  