Introduction

The Annual Report for 2016 is provided to the community of Clemton Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Angelica Lapi
Principal

School contact details

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clemtonpk–p.School@det.nsw.edu.au
9718 4483

Message from the Principal

I would like to begin the 2016 Annual School Report by acknowledging the Bidiagal people who are the Traditional Custodians of the land upon which Clemton Park Public School is located.

It is a privilege to be Principal of Clemton Park Public School. Our school is a wonderful example of the excellence made possible through a strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

In 2016 academic results were strong across all Key Learning Areas reflecting the passionate commitment of our teachers to improving student outcomes. The school continued to provide a rich set of opportunities for students to demonstrate excellence outside of the classroom: from our student leadership program to a wide range of extra–curricular, sporting and creative activities.

Our P&C have continued to be a bedrock of support – both financial and emotional – for staff and students in 2016. It is their involvement in the school and the shared sense of the educational enterprise that makes CPPS a very special place indeed.

Our students, staff and community enjoy a friendly and caring environment believing and proudly exemplifying our school values of Respect, Caring, Co–operation, Resilience, Commitment and Freedom. Clemton Park’s vision is “Pursuing Excellence”. We always remember this in all we do. Every individual community member endeavours to pursue excellence at all times.

Some highlights for the year included:

• Amazing NAPLAN results; Year 3 students scored above State average in all areas – remarkable results; Year 5 where students scored above NSW DoE average in Spelling, Grammar and Punctuation and Numeracy.
• 2nd place overall school winner for the Sydney Region Dance Sport Challenge.
• Community of Schools success with a culmination of the schools in the community attending a community showcase, an immersion day and a Band workshop/concert at Kingsgrove North High School.
• Whole school community providing funds to complete walkways, a shade shelter and a security fence.
• Commitment to White Ribbon Day and the SRC commitment to their charity work.
• Supporting our ongoing commitment to environmental sustainability. It was a pleasure watch the gardens grow as much as the children.

At CPPS we educate the whole child of today to become the successful person of tomorrow. A graduate of CPPS leaves...
as a child of competence, conscience, commitment, compassion and confidence. I wish all our Year 6 students success for their high school years. Remember all the friendships you have made that will be in your lives forever.

In 2017, the school will move with the world and educate our students as 21st Century learners. At CPPS we believe that in working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers; and engaged learners, leaders and responsible citizens. Our legacy will be building the capacity of our community for a better future with the ability to embrace 21st Century changes to build a better today and tomorrow.

The school community will provide essential skills and abilities for each student: in literacy and numeracy; to be creative and productive users of technology; to think deeply and logically; to obtain and evaluate evidence in a disciplined way; to be creative, innovative and resourceful; to plan activities independently, collaborate, work in teams and communicate ideas; and to make sense of their world.

I thank everyone who has contributed to making 2016 another highly successful year and it is with great pleasure that I present this report outlining the outstanding achievements of the students, staff and parents of CPPS.

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.

Angelica Lapi
Principal

Message from the school community

Each year provides different opportunities for the P&C Committee to show its support for our school. At the end of a very successful 2016 it gave us an opportunity to slow down the fundraising for this year, recover from our 2015 Fete and spend the money we raised.

Our P&C meetings are held on the first Tuesday of every month with the first meeting being held in April. This year three new members joined the Executive Committee. I’d like to take this opportunity to thank our previous committee members for their tireless efforts during a very busy year and to those members who were re-elected for their continued support of our school.

We were very happy to have raised enough money to reachedour goal of covered walkways and a new covered area in the kindergarten area and along with a generous donation from our Year 6 committee were able to install a new security fence at the bottom of our playground near the Bexley Road car park.

Throughout the year we continued with our fundraising and services by holding Easter Raffle, Mother & Fathers day stalls and raffles, Athletics carnival sausage sizzle, 80’s disco night, School Disco, Christmas Hamper raffle. Our Uniform shop and second hand uniform shop continue to support our initiatives with substantial funds raised throughout the year. We were also given the added opportunity to hold a sausage sizzle at the Federal and State Bi-Elections.

This year an external arts program for K–6 was funded by the P&C resulting in the fabulous exhibition held on Open day.

We would like to thank the continued support of our families and extended families in our community and for the generous donations made throughout the year to support of fundraising. Without these donations we would not be able to offer this support to our school.

Thank you also to Mrs Lapi, Mr Robinson and all the staff at Clemton Park for volunteering their time at various events through the year it is greatly appreciated.

To the Executive Team, thank you for your hard work and continued support of our school community. We look forward to seeing you and more parents for an exciting and eventful 2017.

Joanne Kinnas
P&C President 2016
Message from the students

Being the School Captains of 2016 has been a great and rare privilege. We have tried our very best to be the best captains we can be, meeting new people along the way. Being the captains of 2016 wasn’t an easy job, there were many obstacles along the way but we figured a way right around them.

We and the prefects (Evan, Dion, Luke, Jonty, Joanna, Mariah, Olga–Liana and Eva) have been assigned to weekly jobs which we all have put effort and pride into, these jobs included: Canteen Duty, Reflections, Morning Lines, Flags and Gates and Office Duty. We as school captains have also been fortunate enough to be involved in many important events, these events also included: Weekly Assembly’s, Canteen Meetings, Presentation Day, Kindergarten Orientation, Annual School Report 2016, Christmas /End of year Concert, Anzac Day Dawn Service, Open Day, Anzac Day and a various other important events.

We and the prefects have learnt many things together throughout the course of the year. We have participated in all school events and have helped in many ways. Being the school captains of 2016 has been amazing and given us a great start to our lives and a great ending to primary school. We can’t thank our school enough for electing us as the 2016 school captains.

Schools Captains 2016
School background

School vision statement

At Clemton Park Public School we believe that working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers; and engaged learners, leaders and responsible citizens. Our legacy will be building the capacity of our community for a better future with the capacity to embrace the 21st Century changes to build a better today and tomorrow.

The vision is held within the context of leading learning of essential skills and abilities for each student in literacy and numeracy; to be creative and productive users of technology; to think deeply and logically; to obtain and evaluate evidence in a disciplined way; to be creative, innovative and resourceful; to plan activities independently, collaborate, work in teams and communicate ideas; and to make sense of their world.

School context

Clemton Park Public School services students from the local community and beyond. The school has established a reputation for providing quality education, comprehensive sporting programs and dynamic creative and performing arts programs. It is a P3 school, comprising of an executive staff of 1 Principal, 1 Deputy Principal and 4 Assistant Principals. Current student enrolment is around 600, 85% of whom are from NESB. Our school has a high reputation in the community for scholarship, sport, student behaviour and the commitment of the teaching and ancillary staff to the welfare and the development of the pupils. The school is comprised of 24 classes. Specialist programs include Support Teacher Learning, Reading Recovery, English as a Second Language, Enrichment programs, and a Community Language program in Italian and Greek.

Self–assessment and school achievement

Self–assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self–assessment using the elements of the School Excellence Framework. The school has achieved much success across the domains of Learning, Teaching and Leading.

Clemton Park Public Schools aim is to maximise learning in our school, including that students achieve at least a year’s worth of learning from every year’s teaching.

Our self–assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

Learning Domain

Students at Clemton Park PS have a high level of engagement, try hard to succeed in their learning and have positive relationships at school.

A major focus for the strategic plan has been a Professional Development Program which has allowed for school leaders to work with their staff to develop and enhance quality teaching practices and to differentiate the curriculum. There has been a focus on quality learning and the implementation of formative assessment strategies including self–assessment and reflection by students.

Many teachers are effectively collaborating with their students regarding their learning intentions.

Teachers meet on a regular basis in their grade group to design and discuss results of assessment tasks. The school
has an assessment schema (ESR) to ensure consistent assessment practices across the school. Consistent rubrics and assessment tasks are available for student use to reflect on their own learning.

The Community of Schools (CoS) Along the Ridge is active with exchange of ideas, collaboration on planning and implementation of programs. The CoS has been successful in identifying knowledge and skills of CoS staff. This has contributed towards enhancing the skills of teachers.

The school is achieving a value added score comparable to similar schools and 20%+ of students are achieving at the proficiency standard in external measures. Students are achieving well above national minimum standards. The growth for Year 5 is as expected for Year 5 in 2016.

PLAN data and other scores are used to monitor growth and create individual learning plans for students. In Kinder, 81% of students have achieved the expected benchmark level by the end of Term. Equity groups in the school are achieving at similar levels to all students as evidenced in the Schools Excellence data.

Within the Learning Domain we believe that our current level of performance is “Sustaining & Growing”.

Teaching Domain

The school is focused on the continual development of our teachers. A major focus for professional learning for all teachers in 2016 has been the implementation of new syllabi. The school has adopted a planning process for each curriculum in which a planning committee is established (one staff member from each stage), a standard teaching/learning proforma is used and developed by the committee and then a planning week is established for all staff to have the opportunity to familiarise themselves with the syllabus, the development of the scope and sequence, the writing of teaching and learning activities and assessment/rubric created for the curriculum being investigated. To date this process has worked for Maths, English, Geography, Science and History.

Staff have been engaged in Writing as a professional learning activity. This learning will continue with the addition of Reading into 2017.

Staff understand where their students are experiencing difficulty and use results of assessments to inform planning rubrics.

Assessment tasks are administered on a regular basis across grades and Stages to monitor student learning outcomes. Targets are set based on data analysis from external and internal measures.

Grades and Stages meet on a regular basis to collaborate on curriculum, scope and sequences and assessment tasks to ensure consistency.

All classrooms are well managed ensuring productive learning with minimal disruption.

Teachers ensure that the various needs of students are addressed through differentiation in planning and delivery of teaching programs. There is a particular focus on developing improved teaching in literacy and numeracy.

Timely feedback is provided for students through a variety of formative assessment tools and strategies and three way interviewing.

Staff refer to their Performance and Development goals in planning their individual professional development. The PDPs are reviewed collaboratively with leaders and colleagues. Teachers are willing to adopt new and current trends to improve their teaching and the outcomes of their students. The E-learning program has been piloting an open learning environment with excellent results.

Within the Teaching Domain we believe that our current level of performance is “Sustaining & Growing”.

Leading Domain

Clemton Park Public School is committed to leadership development. There are numerous opportunities for staff members to adopt leadership roles. During 2016, staff were given the opportunity to lead staff in KLA & Management committees and also within a number of programs.

Staff are positive about working with the school leadership and have indicated through the Satisfaction of Staff survey
that there is a collaboration for creating opportunities, monitoring students and creating and maintaining a harmonious environment. Staff generally believe that they are supported during difficult times. The systems leadership plan continued in 2016. It continues to assist in facilitating school targets in educational practice. The school has an excellent relationship with a number of universities – 30 practicum students were supported in 2016.

Our school community is positive about the school and education provision. The Satisfaction of Parent survey indicated that they feel welcome in the school. We have a very high attendance rate at all community events including: Easter Hat Parade, School Fete, School interviews, Mother’s Day, Father’s Day, assemblies and sports carnivals.

Regular evaluations are completed and ascertain effectiveness of programs e.g. Assessment and Reporting policy & strategies, PDP program, maths, school satisfaction. The three year plan is also reviewed regularly to ensure milestones are being achieved. Regular grade, stage and staff meetings allow for collaboration and opportunities to discuss programs, ideas and innovations.

The school is well organised with superior administration and financial practices. Clemton Park Public School is a school in which Finance is monitored through sophisticated budgeting practices with the commencement of LMBR into October 2016.

The school has excellent facilities. Learning spaces are used effectively with a number of innovative practices (open learning, team teaching, information skills and computer labs). 21st Century learning furniture has been purchased for a number of learning spaces.

Within the Leading Domain we believe that our current level of performance is “Delivering.”

The school did as was planned in all aspects of the School Plan.

The plan had an enormous impact on Learning, Teaching and Leading (Excellence Framework) at CPPS.
Strategic Direction 1

A School culture in which all members take responsibility for their leadership and ongoing learning

Purpose

To develop a school culture in which all members stake responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school.

Overall summary of progress

Clemton Park Public School measured the impact, evaluated the impact and made decisions about adjustments and progress of all the Milestones in Direction 1.

The school used internal evidence, external evidence, relevance and triangulations to evaluate Direction 1. The evidence used is as follows:

- Internal—student assessment (Best Start), Reading running records, TTFM surveys, BI reports, work samples, Student reports A–E, and Writing Clusters.
- External—NAPLAN, Growth/Value added and results in external competitions (Dance Sport Challenge, Operation Art, Public Speaking).

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff have individual Professional Learning which are aligned to Australian Professional standards for Teachers which are designed collaboratively and supported by Executive.</td>
<td>The Staff and leadership teams have:</td>
<td>a) $6,700.00</td>
</tr>
<tr>
<td></td>
<td>a) Developed leadership capabilities for staff participating in accreditation through Professional Learning Support where teachers have identified their own learning and development needs and the learning needs of their students linked to the school's strategic directions and the Australian Professional standards for teachers.</td>
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<td></td>
<td>. Provided a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self–evaluation and sharing of professional practice.</td>
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<td></td>
<td>. Refined their skills in leadership through targeted professional learning programs current and aspiring leaders.</td>
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<tr>
<td>A succession program which is supported through an aspiring leaders and shadows program that encourages staff to expand their skills and leadership potential through clearly defined roles and expectations.</td>
<td>b) The students have engaged in the development of leadership capabilities which integrated skills and learning experiences in the area of intellectual quality within the Quality Teacher Framework.</td>
<td>b) $900.00</td>
</tr>
<tr>
<td></td>
<td>c) Parents and community partners took responsibility for their leadership and ongoing learning. This was evidenced by:</td>
<td>c) $450.00</td>
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<td></td>
<td>. P&amp;C raised over $27,000 to complete payment of walkways, Kindergarten COLA and Security fence.</td>
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<td></td>
<td>. The school community collaboratively assisted with 2017 Kindergarten Transition, attending workshops on curriculum implementation, contributing to the development of the 2017 Milestones for the School Plan, assisted with Education Week by providing experts to work with</td>
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</table>
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A succession program which is supported through an aspiring leaders and shadows program that encourages staff to expand their skills and leadership potential through clearly defined roles and expectations.</td>
<td>the students in the Performing Arts.</td>
<td>b) $900.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) $450.00</td>
</tr>
</tbody>
</table>

## Next Steps

The future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. The Milestones have been assessed for 2016 and some minor changes have been documented in the school Plan, specific to 2017. These include:

- The full implementation of LMBR.
- Staff continue to develop Professional Learning Plans for 2017 in alignment with the Professional Teaching Standards. In 2017 we shall continue to use the AP Executive Release and QTSS release to support the observation of peer lessons and mentoring. The staff will further develop the schools Program Policy.
- Staff will continue to develop their own leadership skills as a different representative from each stage will be elected who will report back, professionally lead and implement policy for the stage they represent.
Strategic Direction 2

Creating a High performing and Dynamic learning school

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT, infrastructure, teaching and learning programs that inspires every student and teachers to excel and teach to their full potential. To ensure that learning is personalised and differentiated for every student.

Overall summary of progress

Clemton Park Public School measured the impact, evaluated the impact and made decisions about adjustments and progress of all the Milestones in Direction 2. The school used internal evidence, external evidence, relevance and triangulations to evaluate Direction 2.

The evidence used was as following:

- Internal– Student assessment (Best Start), reading running records, TTFM surveys, BI reports, work samples, student reports A–E, and Writing Clusters
- External– NAPLAN, Growth/Value added and results in external competitions (Dance Sport Challenge, Operation Art, Public Speaking)
- The school did as was planned, however, more thorough Professional learning for stage 2 and 3 is required in PLAN and 0.4 of staff entitlement will be used to employ a teacher to assist 3–6 in numeracy.
- The plan had an enormous impact on Learning, Teaching and Leading (Excellence Framework) at CPPS.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To sustain student growth in NAPLAN by over 60% between Years 3, 5 and 7 with a focus on the lowest and highest performing students.</td>
<td>a) Staff capabilities increased as staff training and school–wide systems and structures supported and extended high–performing students, as well as laterally and vertically extend and/or accelerate high–performing and gifted and talented students. Staff designed and implemented teaching and learning experiences and assessments that encompassed deep thinking, innovation and creativity. Staff participated in professional learning that increased their skills in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs. Initiated specific and whole school programs to meet the learning needs of the students. Leaders regularly evaluated school plans and data in consultation with staff, leading informed adjustments to current programs and/or practices where required.</td>
<td>a) $76304.00</td>
</tr>
<tr>
<td>To achieve student growth in school based assessments by 70% at the completion of each year in learning in Maths and English with students achieving their potential.</td>
<td>b) Students engaged in being a quality learner of literacy and numeracy in the class and home environments. Students experienced lessons which allowed them to increase their expectations, capacity and achievement. Levels of achievement in Literacy and Numeracy</td>
<td>b) $8,4654.00</td>
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<tr>
<td></td>
<td></td>
<td>c) $200</td>
</tr>
</tbody>
</table>
### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
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</thead>
</table>
| To achieve student growth in school based assessments by 70% at the completion of each year in learning in Maths and English with students achieving their potential. | improved through the implementation of differentiated and contextualised learning experiences, designed to build on current knowledge and meet individual learning needs an using e–Learning as a tool for iPad implementation. Please refer to NAPLAN data. Students were catered for through the schools LST Policy of the 4 tier system. Students who required assistance were given so through SLSO support, PLSP for individual needs and teacher differentiation. c) Established a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. Not all sessions occurred, only 50% of planned workshops eventuated. Community learning sessions on Literacy, Numeracy and new NSW BOS syllabus documents partly occurred. Families will engaged with children's learning and new and innovative programs continued in order to build expectations of parents. An example of this is the E–learning program, the usage of classroom BLOGS. | b) $8,4654.00  
c) $200 |

### Next Steps

The future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. The Milestones have been assessed for 2016 and some minor changes have been documented in the School Plan, specific to 2017. These include:

- Ongoing staff professional learning about the NSW syllabi for the Australian Curriculums, a focussing on changes to Science and investigating PD/H/PE
- E–Learning(SOLE) program discussed with staff and future plans for stage based professional learning established and implemented differently in 2017
- Stage 2 and 3 Professional learning in PLAN assessment and tracking.
- Leaders for curriculum from the COS to meet and discuss planning of Stage PL sharing and collaborating across schools – stages across schools to host PL meetings each term.
- Class structures reviewed and 24th class purchased through OMSEE allocation (0.683).
- Implementation of literacy K–2 intervention program using Reading Recovery 0.552 allocation in 2017.
- Implementation of 0.4 3–6 numeracy intervention program in 2017.
## Strategic Direction 3
Enhancing community engagement and participation

### Purpose
To increase community support of our students through a school–wide focus on student equity, well–being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.

### Overall summary of progress
Clemton Park Public School measured the impact, evaluated the impact and made decisions about adjustments and progress of all the Milestones in Direction 3. The school used internal evidence, external evidence, relevance and triangulations to evaluate Direction 3.

The evidence used was as following:
- Internal–Student assessment (Best Start), reading records, TTFM surveys, BI reports, worksamples, student reports A–E, writing clusters.
- External–NAPLAN, Growth/Value added and results in external competitions.
- The school did as was planned, except for increasing the staff ability to use VC and connected classroom strategies to support their teaching and learning programs and parents to coordinate a Welcome BBQ.
- The plan had an enormous impact on learning, teaching and leading (Excellence Framework) at CPPS.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve community and school identity through a focus on inclusion, to achieve a 20% increase in parent attendance at all events.</td>
<td>a) Parents were involved in extra curricular activities and special events such as Mural Painting and the P&amp;C raised $27,000 to assist with final payment of the Walkways, Kindergarten COLA and Security Fence. Parents attend information curriculum workshops. Parents worked together to establish meaningful and proactive partnerships to engage our students in &quot;real world&quot; activities and strategies.</td>
<td>a) $2100</td>
</tr>
<tr>
<td>Quality teaching will increase throughout the school due to drawing on other expertise and resources from the local community and the community of schools.</td>
<td>a) Staff were trained in all areas of WHS compliance training. Staff continued to initiate specific and whole school programs to meet the needs of our school community. b) Students engaged and actively participate by learning through a variety of curricula and extra–curricular programs to achieve our purpose eg. Dance Sport Challenge Year 5 (Overall Runners Up Champion School for 2016). Students developed their capabilities through clearly defined learning goals and pathways to personal success. Classrooms challenge and motivate, building the capacity in students to synergise and problem solve. Students had daily access to engaging and inspiring teachers and resources</td>
<td>a) $13600 b) $1000</td>
</tr>
</tbody>
</table>
Next Steps

The future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. The Milestones have been assessed for 2016 and some minor changes have been documented in the School Plan, specific to 2017. These include:

Maintain a well–informed school community by updating staff on DoC reforms. This may be developed through a class parent representative to attend P&C meetings and increase parent participation, increasing parent participation Multilit and the Home Reading programs K–2.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>All Aboriginal students (15 students) have a PLSP written for them. This is to enable the differentiation of the curriculum so that students can access the curriculum equitably. Aboriginal families were given the opportunity to jointly write and discuss the PLSP’s via a morning tea specifically for the families to interact and support each other. Aboriginal students were given financial assistance when payment was due for the Aboriginal Performance during NAIOC week.</td>
<td>$5,702.00 • Aboriginal background loading ($0.00)</td>
</tr>
<tr>
<td>English language proficiency</td>
<td>Students identified as third phase learners were assessed and given the opportunity to partake in an enrichment program. It was used to employ a staff member to implement an e–Learning program. The e–Learning Enrichment Program gave students at Clemton Park the opportunity to learn in the new digital world and equip them with knowledge and skills as a 21st Century learner. As a school we were committed to giving our students the best possible opportunities to learn and grow, and equip them for future employment in an increasingly digital age. Our school strived to support the needs of each of its students and encourage the development of individual skills and talents. The school’s approach aims was to develop the whole person and successfully equip each student for the challenges of life.</td>
<td>$27,464.00 • English language proficiency ($0.00)</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>The school has an excellent Learning Support Team policy. It is very clear and equitable which students receive support. The school has used this resource to classify students into a Tier system, criteria determines the support given to students. It is a very effective process within the school.</td>
<td>$40,629.00 • Low level adjustment for disability ($0.00)</td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>The school used this resources to provide professional support for the development of Professional Development Plans (DPD) staff had the opportunity to develop, mid review and annual review their goals with their mentors.</td>
<td>$45,000 • Quality Teaching, Successful Students (QTSS) ($0.00)</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>The school has a Learning Support Team Tier system. It is a policy that transparently indicates how money/SLSO support is distributed in the school. The money has been spent to develop and implement suitable programs and resources for students receiving SLSO support.</td>
<td>$26,125.00 • Socio–economic background ($0.00)</td>
</tr>
</tbody>
</table>
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>299</td>
<td>305</td>
<td>311</td>
<td>299</td>
</tr>
<tr>
<td>Girls</td>
<td>296</td>
<td>291</td>
<td>307</td>
<td>288</td>
</tr>
</tbody>
</table>

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Enrolments for 2017 will decrease by 1 class. It is important that we do not continue to grow. Our numbers are increasing too rapidly. In 2017 we will continue to only enrol local student (in–Area). We estimate that we will have twenty–four classes in 2017.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.3</td>
<td>96.5</td>
<td>95</td>
<td>95.1</td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td>95.5</td>
<td>93.8</td>
<td>95.4</td>
</tr>
<tr>
<td>2</td>
<td>94.6</td>
<td>94.7</td>
<td>93.9</td>
<td>95.3</td>
</tr>
<tr>
<td>3</td>
<td>95.3</td>
<td>95.6</td>
<td>94.5</td>
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<td>All Years</td>
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<tr>
<td>All Years</td>
<td>94.7</td>
<td>94.8</td>
<td>94</td>
<td>94</td>
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</table>

Management of Non–Attendance

The school implements a thorough school attendance policy. All students are monitored for non–attendance.
Clemton Park Public School has forty-five members of staff. The Executive staff consists of the Principal, one Deputy Principal and four Assistant Principals. Each Executive member has varied responsibilities and is accountable for supervising a stage and to support teachers within the school.

There were twenty-four class teachers, all with various amounts of teaching experience and expertise. The school also has a Support Teacher Learning Assistance (STLA), to assist students who were challenged by their learning. This was part of a state initiative to support schools. The English as an Additional Language/Dialect (EAL/D) program produced wonderful learning activities for students for whom English is not their first language.

Clemton Park Public School also boasts an optimal Greek and Italian Community Language programs. These programs are staffed by 4.0 teachers. In 2016 it continued to be a four teacher program for five days a week.

Clemton Park Public School’s part-time staff also includes teachers who deliver the Release from Face to Face (RFF) Program.

There is a full-time Teacher–Librarian who incorporates a library program as well as supporting the RFF program.

The School Administrative and Support personnel are comprised of four staff members, including a General Assistant who works five days a week.

Due to the varying needs of the student population, the school employs four school Learning Support Officers who assist in supporting students with special needs.
### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>$1,368,455.00</td>
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### Expenditure

#### Teaching & learning
- Key learning areas: $101,734.00
- Excursions: $88,475.00
- Extracurricular dissections: $110,355.00
- Library: $16,036.00
- Training & development: $6,394.00
- Tied funds: $167,123.00
- Short term relief: $89,977.00
- Administration & office: $218,909.00
- School–operated canteen: $0.00
- Utilities: $73,471.00
- Maintenance: $33,249.00
- Trust accounts: $6,421.00
- Capital programs: $0.00
- Total expenditure: $912,149.00
- Balance carried forward: $456,306.00

### 2016 Actual

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<th>Description</th>
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<td>Opening Balance</td>
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<td>Revenue</td>
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<td>(2a) Appropriation</td>
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<tr>
<td>(2b) Sale of Goods and Services</td>
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<tr>
<td>(2c) Grants and Contributions</td>
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<td>(2e) Gain and Loss</td>
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<td>(2f) Other Revenue</td>
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<td>(2d) Investment Income</td>
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<td><strong>Expenses</strong></td>
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<td>(3b) Operating Expenses</td>
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<td>(3c) Employee Related</td>
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<td>(3d) Operating Expenses</td>
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<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
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<td><strong>Balance Carried Forward</strong></td>
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### Base Total

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### Equity Total

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<td>Equity Socio economic</td>
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<td>Equity Language</td>
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<td>Equity Disability</td>
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### Targeted Total

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### Grand Total

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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.
Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. This was sought through the TTFM surveys and students completed an online Survey monkey survey. All school community members were given the opportunity to comment on aspects of school life that they considered we do well at Clemton Park Public School and areas they considered we could improve on.

Background

All students, staff and parents were given a survey. It asked all community bodies about three aspects of school life that CPPS do well and three aspects of school life that we could improve.

Their responses are presented below.

Students

The majority of students indicated the following aspects of school life that are considered strengths of Clemton Park Public School: Playground space, technology access, fundraising for others less fortunate, crunch and sip, cooperation of the other students, friends are helpful and all the extra curricula activities at the school.

Students indicated that the school could improve the following aspects: make the computer lab more accessible and working at all times, more teachers to less student ratio and the classroom computers to work quicker with better internet speed.

Parents

The majority of parents indicated the following aspects of school life that are considered strengths of Clemton Park Public School: Excellent education, excellent leadership, good sense of community, stress free, anti–bullying and self–respected school environment, a good work–fun balance, newsletter information, calm and accommodating teachers and the school creates an atmosphere that celebrates, accepts and includes the diverse sutures within the school community.

Parents indicated that the school could improve the following aspects: More individualized homework distributed to the students, a focus for the gifted students at the school and better communication of what is being taught at school.

Staff

The majority of staff indicated the following aspects of school life that are considered strengths of Clemton Park Public School: Organisation of school structure, explicit goal writing for students, extra–curricular activities for students to participate in, an exciting and dynamic school to work in, welfare of students, inclusivity, professional learning of staff and the enforcement of school values.

Staff indicated that the school could improve the following aspects: more time to consolidate programs being implemented in the school, less interruption in the school classroom day, more time for lesson preparation, more technology in classrooms, more data driven improvement and more support from the school community for the day to day teaching of students and on special days.

Future Directions

In essence the school has taken from these surveys the need for:

STUDENTS – maintain current technologies in the school.

PARENTS – provide more opportunity for parents to assist at home by being informed of what is being taught at school.

STAFF – Reducing the interruptions in the school day, providing a less overcrowded school timetable, and resources to support the teaching of the 21st Century learner.

Policy requirements

Aboriginal education

At Clemton Park Public School we are aware of cultural and social development of our Indigenous students as well as their heritage and celebrate Aboriginal culture and history.

The school is active in recognising important annual events like the anniversary of National Reconciliation and NAIDOC week. There was a whole K–6 student involvement during NAIDOC week through all KLAs, especially English and Visual Arts.

In 2017 the school will employ the services of an Indigenous performer whereby, students in K–6 will be treated to Aboriginal culture, music and dance. This program is conducted every two years and is evaluated according to the needs of the students.

Congratulations to Lachlan (KB). He is this year’s worthy winner of the prestigious Deadly Award. The awards are a highlight of the Public Schools NSW Aboriginal Education calendar each year. They celebrate the academic achievements, leadership skills and attendance of Aboriginal and Torres Strait Islander students in Sydney’s public schools. Lachlan is a student that exhibits all of Clemton Park’s values and is a proud student of the school.

The school actively plans and sets aside support funds linked to learning outcomes in the school management plan to develop effective Personalised Learning and Support Plans for all the Indigenous students, in collaboration with parents and the Aboriginal Education team. These PLSPs are reviewed, discussed and the information collected is passed onto the next years teacher to gain a better understanding of the child’s
Support Officers (SLSO), the school counsellor, two assistant principals, School Learning Support Team (LST) met fortnightly in 2016 to address the educational needs of all students. Core members included the principal, the coordinator (Deputy Principal), two assistant principals, School Learning Support Officers (SLSO), the school counsellor, two classroom teachers, Support Teacher Learning Assistance (STLA), English as an Additional Language/Dialect (EAL/D) teacher, the Reading Recovery teacher and the Learning and Support Teacher (LaST). Individual class teachers and supervisors attended meetings when students in their class/stage were being discussed. All information was updated on student files on a fortnightly basis. The LST continued:

- to support students’ emotional, social and academic needs and provide additional support for class teachers;
- to address behaviour concerns;
- to address academic concerns of all students; including those with disabilities, learning difficulties and specific gifts/talents;
- to apply and review Funding Support and Learning Assistance Program (LAP) funds;
- to refer students for assessments; and
- to access external agencies such as the Canterbury Community Health Centre.

The LaST implemented many strategies to support the educational needs of students including:

- working collaboratively with classroom teachers to support assessment for learning of their students and identifying specific learning and support needs;
- planning, implementing and monitoring teaching programs for students with additional learning needs in conjunction with classroom teachers;
- planning, implementing and monitoring personalised adjustments through Personalised Learning Support Plans (PLSPs), with the classroom teacher, student and/or parent or carer;
- Plans (PLSPs), with the classroom teacher, student and/or parent or carer;
- providing professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms; and working with families to maximise learning opportunities for students at school and at home; and
- coordinating and monitoring the Multilit program with parent volunteers.

The role of the LaST will continue to be an integral part of our school Learning Support Team and programs to support all students with learning needs in 2017.

This year the school worked with Communicate Speech Pathology to provide additional support for students. Students were identified through the Learning and Support Team, stage meetings and class teacher referrals. Students that were targeted and fulfilled the requirements of an Enhanced Primary Care (EPC) plan then received five speech pathology sessions with Communicate Speech Pathology. Approximately thirty students participated in the program with a number of students continuing with their therapy following the completion of the five sessions.

Reading Recovery

2016 has proven to be a very successful year for the students who have had Reading Recovery. There have

Multicultural and anti-racism education

Multicultural Education outcomes are included within each Key Learning Area (KLA) where appropriate. Anti-racism education strategies are taught as a related part of the program. Cultural components are also addressed within the multicultural program and identified and celebrated as part of Education Week and Harmony Day celebrations.

Clemton Park Public School provides teaching and learning programs that enable students from all cultures and communities to identify themselves as Australians within a democratic, multicultural society and to develop the knowledge, skills and values for participation as active Australian citizens.

Students who are learning English as an Additional Language or Dialect (EAL/D), are provided with appropriate support to develop their English language and literacy skills so that they participate fully in school activities and achieve equitable educational outcomes.

Clemton Park Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. In 2015 there was an increase of funding for our EAL/D trained teachers who provided a total of eight days for this program. Our school promotes positive community relations through effective communication with parents and community members from diverse cultural and linguistic backgrounds and encourages their participation.

All staff of Clemton Park Public School contribute to the eradication of racism by promoting acceptance of Australia’s cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Clemton Park Public School currently has two trained Anti-Racism Contact Officers who provide timely and professional responses to suggestions, complaints and allegations regarding racism. The school’s implementation of the Anti-Bullying policy has assisted the students in dealing with issues as they arise.

Other school programs

Programs for Students with Additional Educational Needs

The Learning Support Team continued to operate with great effectiveness throughout 2016. The Learning Support Team (LST) met fortnightly in 2016 to address the educational needs of all students. Core members included the principal, the coordinator (Deputy Principal), two assistant principals, School Learning Support Officers (SLSO), the school counsellor, two

Educational and social needs. In 2017 the committee intends to expand with members of the community supporting the school with Aboriginal initiatives.
been many pleasing results gained this year. Reading Recovery is a safety net used to reduce the number of Year 1 students struggling with reading and writing. It is a research based intervention with the goal of accelerating literacy learning for those students performing in the bottom 20% of Year 1. Selected students receive 30 minutes of individualised support each day. Students receive this intensive support for a period of up to 20 weeks, dependent on need.

Reading Recovery students continue to be monitored on completion of the program throughout Year 2 and 3. In 2016, the allocation for Reading Recovery was five students per day. During 2016, nine students completed the RR program, exiting at Level 16 or above. Positive feedback was received from students, parents and teachers regarding this valuable support.

Extensive Transition Programs for students entering Clemton Park Public School in 2016 with specific learning or social concerns continued to be carried out to ensure they settle happily into life at our school. In addition, an in–school program for students considered vulnerable in transition between K–6 was carried out. In 2017, DoE has cut funding for Reading Recovery this is a great loss. To continue the great work of Reading Recovery the school will use 0.523 funding to support K–2 in an intensive K–2 literacy program.

English as an Additional Language/Dialect (EAL/D)

Clemton Park Public School supports a diversity of 33 nationalities within its student population. We provide four English as an Additional Language/Dialect (EAL/D) teachers over eight days a week within the school. Approximately 89% of students are from a Language Background Other Than English (LBOTE). Funding for EAL/D staff is dependent on the number of students who are Beginning, Emerging, Developing and EAL/D staff is dependent on the number of students who are Beginning, Emerging, Developing and Consolidating their English skills based on the EALD progression.

The EAL/D Program K–6 assists students to build their English language skills by:

- utilising modeled, guided and independent learning and assessment activities;
- cooperatively planning with classroom teachers;
- tracking the progress of EAL/D students;
- creating lessons suited to student age and academicability;
- supporting team teaching and small group work within Literacy and Numeracy;
- supporting New Arrivals students.
- assessing students to ensure our small group programs cater for their individual needs; and
- focused class support

Student Welfare

Student welfare at Clemton Park Public School continues to prioritise:

- consistent effective learning and teaching K–6;
- a positive school climate with good discipline;
- widespread community participation, and
- the positive well–being of all our students.

Our aim, at all times, is to understand the needs of individual students and to provide support structures to continually enhance their academic and social development.

We continued our social skills group for students from Kindergarten to Year 2. The students in these groups focused on developing their social skills in specific areas.

The Student Welfare Committee continued to oversee the implementation of Restorative Practices and our School Values. Our School Discipline and Awards Policy was embedded into our daily practice.

As a school we continued to focus on:

- strategies to promote positive student behaviour;
- a continued focus on strengthening the links between home and school around student welfare issues, and
- the responsibilities of students, staff and parents.

Engaging with parents remained a key focus of the school through parent information sessions for school programs and initiatives including anti–bullying, selective schools, school camps and school band.

The ongoing positive results of the embedding of Restorative Practices within the Student Welfare policy at Clemton Park Public School are evidenced through comparative detention data collated over an extended period. This data reflects a reduction of negative behaviour issues every year during this time.

In 2016, we recognised all award winners at our presentation assembly through academic, achievement, citizenship and sports medallions. This event was well supported by parents and the school community.

Public Speaking

Public Speaking and Debating continue to be highly valued at Clemton Park Public School.

Students in all classes K–6 participated in the Ultimo Operational Directorate Primary Schools Public Speaking Competition which involved almost 250 schools. Students prepared speeches in their classrooms and selected students proceeded to the stage finals at school, where they presented prepared and impromptu speeches. One student from each Stage was chosen to represent Clemton Park Public School in the area finals of the competition in October. Our Early Stage 1 entrant won the Canterbury Network Competition, held at Canterbury Public School. The Ultimo Operational Directorate Primary Schools Public Speaking Competition was hosted by Clemton Park Public School this year and involved Mr Robinson as the co–ordinator as well as Mrs Solidakis and Miss Hopper. The Clemton Park School Captains and Prefects supported the staff in hosting this final.

Students in Stages 2 and 3 also participated in the Multicultural Perspectives Public Speaking Competition. Both Stage 2 and Stage3 students represented the school at the local final, which was held at Ashfield Public School.
Our school continues to participate in the Premier’s Debating Challenge. This one team represented our school. They were coached on a weekly basis by Ms Sexton. They competed with confidence, enthusiasm and pride with their skills developing with each debate.

Creative Arts

Clemton Park Public School displays a strong commitment to the development of the Arts. Students were involved in performances at the end of the year Concert, transition days and other school events. This year three artworks were submitted to the Operation Art Exhibition to be displayed at The Armory Gallery, Homebush. One artwork was then selected to be part of a regional exhibition. The school’s Art Show gave students the opportunity to exhibit pieces of work in a variety of mediums as well as appreciate the work of other students.

Library and Premier’s Reading Challenge

Our library program for 2016 continued to focus on providing quality literacy studies, foster a love of reading for pleasure and building research skills from Kindergarten to Year 6 to support the classroom programs. Once again we celebrated Book Week in style based on this year’s theme by the Children’s Book Council of Australia (CBCA)” Australia! Story Country”. Our celebration included the creation of our own “CPPS! Story School” and our yearly reading fest session with buddy classes with many students dressing up in amazing book characters costumes.

2016 Premier’s Reading Challenge resulted in over three hundred students reading more than 8150 books that is over half our school population participated and expanded their reading selection. We thank the Kinder to Year 2 teachers for reading with their class and the amazing year 3 to 6 independently completing the challenge.

Our library is starting to really look amazing and keeping up to date with latest library trends, as our budget focused on upgrading on library facilities such as new shelving, tables and “Makerspace” creative activities using art/craft and Lego building strongly encouraged during lunch time instead of computer time.

We cannot thank enough our lovely parent volunteers that covered hundreds & hundreds of books.

Choir

The school choir has had an excellent year, being tutored by Mrs Farhat and Miss Hopper In 2016; the choir consisted of thirty students from Years 3–6. Throughout the year the choir rehearsed on a regular weekly basis during Lunchtime on Wednesdays.

Inter–school rehearsals were also conducted within the region, where the choir had the wonderful opportunity to travel to different schools and rehearse and meet
In 2016, Year 5 students were involved in a 10 week and 15 week ballroom dancing program where they were taught to dance the Cha Cha, Tango, Salsa and Jive by a professional dance instructor. Thirty students were then selected to compete at Homebush Sports Centre in the Dance Sport Challenge Competition. They trained very hard in the lead up to the competition.

In September, these thirty students competed in the largest Dance Sport Challenge competition against 25 other schools from the Sydney region. Students displayed exceptional behaviour and brilliant dance skills.

Our four couple finalists made it through three rounds of judging and achieved incredible results on the night:

- Artemus & Sophia (1st in ChaCha), Jonas & Nicolette (5th in Tango), Thomas & Erin (5th in Salsa) and James & Oliana (3rd in Jive).

Clemton Park’s Dance Sport Challenge team is to be commended for their outstanding commitment and behaviour. They enjoyed themselves and had an unforgettable night.

Community of Schools

The Community Of School (COS) project began in 2009 and continued throughout 2016. The four schools originally involved with “Connected Kids along the Ridge” are Clemton Park Public School, Earlwood Public School, McCallums Hill Public School and Kingsgrove North High School. In 2014, Bexley North Public School joined in with our activities and in 2016 Campsie Public School joined our activities.

The benefits of increased collegiality and morale are important drivers in the formation of COS as local communities play an important role in a school's ability to deliver outstanding education. The schools benefit by continuing to work together on combined projects and programs. We also benefit from working on combined communication activities supporting our diverse multicultural communities creating an easier transition into the local high school for our students.

The aims of the COS project include the promotion and marketing of our excellent public schools and optimising each school's efforts and resources.

This year “Connected Kids along the Ridge” Community of Schools decided to work together on the following projects:

1. Digital Pedagogy
2. Digital Content (Curriculum); and
3. Technology devices such as using ipads, Little Bits etc as mentioned
• Transition events occurred giving the primary schools the chance to exchange dialogue with the high school teachers. This assisted with the smooth transition from a primary school setting to a high school setting. Primary school students experienced demonstration and explicit participation in lessons delivered in most
curriculum areas. It was a great experience for the students. This was possible through an Immersion Day, Shadowing of teachers and a Year 5 transition visit to Kingsgrove North HS.

- A band workshop was held at Kingsgrove North High School. Each school sent a teacher and their band students to participate. Following the band workshop an afternoon recital occurred. The parents of the students who participated in the band (and other families of the three schools) were invited to an afternoon tea.
- Staff meeting with all the primary schools in the curriculum area of Maths. Staff attend a meeting at each of the schools which lead a stage.
- Showcase at Kingsgrove high school where students from each school had the opportunity to show case work in the area of Performance and visual arts.

Sport

Clemton Park has always had a great tradition in sport and this year was no different.<style isBold="true"> </style> The act of participating, competing and spectating sport forms an important part of our school culture. The school applauds the dedication of teachers, students and parents in facilitating opportunities in the area of sport. Many extracurricular activities are undertaken outside of school hours in conjunction with parents to help support our sporting programs. These activities enhance student learning outcomes and give them many avenues of sport.

The school is very well resourced with vast amounts of sporting equipment. During sport and fitness students have the opportunity to access and use a variety of equipment which assists in skill development.

Sporting programs at Clemton Park for specific grades include Fit Futures for Kindergarten (fundamental movement skills), Dance to be Fit for Year 1, Intensive Swimming for Year 2, Gymnastics for Year 3, Australian Rules Football (AFL) for Year 4 and Dance Sport (Ballroom Dancing) for Year 5.

The school participated in the following PSSA sports in the Wiley Park zone competition: touch football, soccer, netball, t–ball, softball, cricket and Oz tag. Both the junior and senior touch football teams, along with the junior netball teams were successful in qualifying for the semi–finals. The junior girls' soccer team reached the semi–finals and the senior girls' had a conjoined win in the final with Earlwood. The senior boys' soccer team came first in the Wiley Park Zone competition. The junior boys' t–ball team, the girls' and boys' softball teams and both the junior and senior girls' Oz tag teams were also successful in qualifying for the semi–finals. The junior girls tee ball team were the Wiley Park PSSA Premiers.

Three students were successful in being selected for Sydney East sporting teams. Dion V was selected for football (soccer). Jordan S was selected for the Sydney East touch football team and will is also a member of the NSW touch football team for the Junior State Cup. Abbey C for was selected for the Sydney East Swimming team and represented the state in the NSW Pacific School Games. Abbey C also represented NSW in Swimming and was an overall 3rd for Butterfly at Nationals.

The school entered the NSW State PSSA Soccer Knockout Competition. The school is renowned in the area for strong performances in this competition. Both the girls’ and boys’ teams reached the third round. The girls and boys open teams were semi–finalists.

Swimming Carnival

The swimming carnival this year was highly successful with 34 students attending the Wiley Park Zone swimming carnival. Our school placed overall first in the Wiley Park Zone with nine students progressing to the Sydney East swimming competition. These students include; Riley B, George E, Lilika F, Kakala H, Oliana P, Olive P, Georgia A, Abbey C and Zenon F. Abbey C was district champion and is now representing the state for swimming in the NSW Pacific School Games.

Athletics

The school had a successful K–6 athletics carnival. Field events were conducted at school. Students had the opportunity to participate in all events such as shot put, high jump and discus.

The athletics carnival ran extremely well with our organisers planning and running both the primary and infants carnivals simultaneously. Our K–2 students used the top field at school for all their events, while the 3–6 track events were conducted at Beaumont Park, resulting in a great day for all the students. The field events were completed at various times at school with the long jump being conducted at Campbell Oval after school. The students performed well 58 students qualified for the zone athletics team. The junior girls relay team consisting of Monique H, Kianna G, Kakala H and Claire B as well Dean M (100m), Dion V, (100m, 200m), Athena S(200m) Kane V, Joshua K (Shot put) and Kulya–J N (discuss) qualified for the Regional competitions. Our school athletics carnival was well supported by our parents who spectated on the day. Our P&C further added to the feel of the day with a canteen and a sausage sizzle.

Cross Country

In 2016, our cross country carnival was held at Clemton Park Public School. The students participated in either the 2km (juniors) or 3km (seniors) run. Twenty five children were selected to be part of the squad to represent our school at the Wiley Park Zone Cross Country Carnival.

At the Wiley Park Zone Cross Country all the students ran very well and tried their best. Seven students finished in the top six of their race and were then selected to go to the next level – Sydney East Championships. These students included Yianni P, Claire B and Mila K (8/9 years old), Krystallia K and Dion V (11 years old), D’arcy H (12/13 years old). Well done to all our students who went along to these higher levels.
MULTILIT (Making Up for Lost Time in Literacy) Program

Multilit, a Macquarie University Program, is an intensive one–on–one intervention program for students who require additional support with their reading. It assists students to acquire the skills needed to become functional readers and continues to complement the Support Teacher Learning Assistance program at Clemton Park Public school. Multilit is tailored specifically to the needs of each individual child. This most effective program incorporates intensive, systematic and explicit instruction in three sections: Word Attack Skills, Sight Word Recognition and Supported Book Reading for thirty minutes.

Clemton Park Public school began this program in 2008 with the initial training of the Literacy Coordinator. Tutors and aides were then trained to assist in implementing the program. In 2016, four new tutors were trained to help students with their reading and spelling skills.

Twelve targeted students from Years Two to Four were selected in consultation with the classroom teachers, Support Teacher Learning Assistance (STLA) teachers, Learning and Support Teacher (LaST), Literacy Co–ordinator and Reading Recovery teacher. All identified students each received two to three half–hour sessions with a trained parent tutor.

This year, a number of the twelve targeted students were successful in completing and being assessed off the program. Post assessment of Multilit of the remaining students has shown a marked improvement in their literacy skills, particularly with sight word recognition, spelling and reading.

During 2017, all staff will continue to focus on the explicit teaching of reading comprehension strategies through the implementation of the NSW English Syllabus. Multilit will continue to be a prioritised intervention program during 2017.

White Ribbon Day

The students were involved in a number of whole school activities that symbolised the message behind White Ribbon Day.

Using the story, “The Peasant Prince,” by Li Cunxin as inspiration, each class constructed a kite and decorated it with messages that were symbolic of White Ribbon day. These kites were then flown to represent that action that can be taken as a whole school community.

Walk to School

On Friday the 20th of May students from Clemton Park Public School participated In Walk Safely to School Day. This day is an annual, national event when all Primary School children are encouraged to walk and commute safely to school. It is a Community Event that promotes Road Safety, Health, Public Transport and the Environment. It was an early start for students, parents and staff who met separately at two local parks before beginning an enjoyable and safe walk to school. We would like to thank police officers from the Campsie Local Area Command who supported us during the walk.

Student Leadership

In 2016, the Student Leadership Policy continued to be implemented. Clemton Park Public School provides numerous opportunities for students to address the interests and concerns of our student population and to develop effective leadership skills. Students are given opportunities to participate in real and important issues and activities enabling them to make a difference in the school and wider community. Our students are developing skills for lifelong learning, engaging in discussions and decision making. The student leadership team are involved in various school–based and community events including recognition of ANZAC and Remembrance Day as well as having a significant input into the decision making processes through school plans and developments.

Formal student leadership and the Student Representative Council (SRC) provide important benefits for individual students and their lifelong learning skills. Clemton Park Public School offers students a variety of ways to become leaders. The school encourages these leadership roles to be allocated among the student body. These roles include:

- SRC membership(Years 1–6 and Kindergarten in Semester 2);
- Library Monitors;
- House Captains (Year 5 Vice Captains and Year 6 Sports Captains);
- Environmental Specialist Team (Years 1–6 and Kindergarten in Semester 2);
- Year 4 supporting the Kindergarten Transition process for 2016 prospective students;
- Year 6 Prefects and School Captains;
- Class Captains3–6, and
- K–2 Class leaders.

Student Representative Council

The SRC is an important component of our school leadership program as our representatives are encouraged with the opportunity to contribute to life at our school.

At Clemton Park Public School, our SRC is comprised of student–elected members from Years K to 6. In 2016, the SRC representatives consisted of two students per class from Kindergarten through to Year Six.

A Leadership Training Day was held at the beginning of the year. This was organised and run by the teachers involved in the SRC, EST, Library, Prefects, School and House Captain groups. The Leadership Training sessions provided students with information about their roles, key responsibilities and training in the specific area they were to be involved in throughout 2016. They also participated in a variety of team building activities and role plays about what makes an effective leader.
All students elected in 2016 had a deep and abiding interest in their roles and were proud and active members, taking on their role as communicators and problem-solvers to the very best of their ability. All members brought their opinions and presented them clearly to their representative body.

During 2016, the SRC met regularly in an open forum, where the representative members from each class presented ideas and suggestions raised by their peers, or from their own observations of the school environment. These suggestions ranged from improvements to the school environment or equipment repairs to celebrating the annual school talent quest and organising fund raising days for the Sydney Children’s Hospital and other charities.

The SRC organised a variety of activities throughout the year. Some of our achievements in 2016 included:

- Leading class team-building activities that developed leadership skills and team work among students. The SRC introduced these activities to their class by showing a PowerPoint presentation outlining the activities and then led them under teacher supervision.
- Raising awareness of bullying through the National Day of Action against Bullying. Students held a poster competition sponsored by Dendy cinemas and sold wrist bands, raising $300. The SRC met to discuss how to spend this money and decided to donate $150 to the Starlight Foundation for sick children and to spend $150 on no bullying products which they awarded to students modelling exemplary behavior.

The SRC participated in other activities in 2016 such as:

- Running a whole school handball competition by organising class entries and judging the games. This competition led to Stage finals and winners for Stage 1, Stage 2 and Stage 3, and finally a whole school champion.
- Giving SRC reports at school assemblies, whereby SRC students had public speaking and leadership opportunities by reporting on SRC news.
- Organising Jeans for Genes day, where students wore jeans to school to raise money for medical research. $550 was raised.
- Promoting the annual School Talent Quest, with SRC judges.
- Presenting to parents during Kindergarten Transition outlining their role as SRC student leaders.
- Running Anti-Bullying Day.

The SRC have achieved excellent results this year which is reflective of their commitment, hard work and effective leadership skills. Clemton Park Public School continues to ensure that student input is an integral part of the school decision making processes where appropriate.

Environmental Education Sustainability

The Environmental Specialist Team (EST) continues to focus on sustainability, eco-friendliness and staying connected to local organisations, with representation across the whole school. The EST is made up of two elected representatives from each class. As part of the student leadership program, these representatives have:

- participated in a Leadership Training Day held at the beginning of the year;
- attended regular meetings throughout the year to discuss school environmental issues;
- implemented decisions taken at such meetings;
- acted as liaison officers between class members, teachers and EST Committee Staff;
- monitored the collection of recyclables within the school; and
- participated in environmental activities organised by the City of Canterbury Council.

Achievements in 2016 included:

- Clean up Australia Day;
- National Tree Day;
- Canterbury Council Poster Competition entrants and prize winners
- A rejuvenated school vegetable garden

In an effort to demonstrate the importance of sustainable living the EST started on their journey of re-invigorating the school vegetable garden. All members of the EST have been actively involved in this program and were fortunate to be supported in their efforts this year by Bunnings. A gardening group has been established and as part of their initiative to increase environmental awareness and encourage students to think beyond their immediate environment EST members welcome and encourage their peers to join gardening sessions. As part of their initiatives to encourage the correct disposal of waste, EST members are assessing the benefit of supplying recycling tubs to learning and work spaces throughout the school for the use of reusing paper. The EST is also meeting with local council regarding best practise for bottle recycling in the school and working towards a ‘package free’ day where students bring no packaged food to school for a day. There is still more education needed in this area, but it is a great initiative from the students. In 2017 the EST will lead the school in recycling program supported and funded by Canterbury/Bankstown Council.

Community Languages

Languages are highly valued at our school. Clemton Park Public School students have a choice of two Community Languages, Greek or Italian. All students have the opportunity to experience and learn one of the two languages offered at our school from Kindergarten to Year 6. There is a two hour allocation for each grade per week.

In 2016, the allocation for language teachers was 4.0 that means, four full–time teachers. Funding for Community Language teachers is based on the number of students from Greek or Italian backgrounds and also includes students that are not of that background and learn a second language.
There is a high percentage of students from a Greek background at our school (59% of the total school enrolment). Student enrolments also reflect an Italian background.

Community language speakers can improve and extend their knowledge in the target language. Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both community language speakers and second language learners. Even limited experience of the language is shown to increase metalinguistic awareness and enhance general cognitive development.

In 2016 our school hosted the examination of the Certification of Attainment in Greek language and the Greek language teachers of CPPS helped to coordinate it. Some Advanced Year 6 Greek language students took part and all successfully attained the A1 level test and achieved commendable results.

Another notable achievement in language learning at Clemton Park was the NSW Minister’s Award for excellence in Greek. The award was attained by a Year 6 language student that had been studying Greek since Kindergarten.

In Education week, both Italian and Greek students celebrated by bringing traditional Greek and Italian food to school and performing traditional dances. Our Greek Stage 2 and 3 students also entered the Alexander the Great competition with excellent results.

In 2016 all Greek and Italian year 5 students went on an educational language excursion to the Nicholson museum at the University of Sydney. The students experienced a hands on workshop about Ancient Greece and Rome. The excursion offered a great learning experience for both groups.

At the school concert both Italian and Greek students participated by presenting a song and dance in their respective language.

The study of languages at Clemton Park Public School provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.