School context

Students
Clunes Public School began the year with an enrolment of 105 students from a range of backgrounds. Clunes School students are motivated, respectful and demonstrate critical and creative thinking. Students display compassion and empathy and are aware of the needs of others beyond their immediate environment. They are articulate and confident with a developing sense of social responsibility and leadership.

Staff
All teaching staff meets the professional requirements for teaching in NSW public schools. Teachers have a range of talents and abilities which enable students to be involved in rich and diverse learning experiences that enhance and extend the standard curriculum. All staff at Clunes Public School are professionals who work with parents and the community to offer quality teaching and learning while ensuring students are engaged and equipped with the necessary skills and understandings to become a 21st century global citizen.

Community
Clunes village enjoys a very supportive and caring parents and community, whose belief that quality education is vital and ensures that our students are provided with a nurturing and motivating educational environment. Our community works closely with staff to provide our students with resources and programs essential for differentiated learning and individual programs.

Principal’s message
It has been an honour and a privilege to take on the role as Relieving Principal at Clunes Public School in 2013. Clunes Public School is a very positive and rewarding educational environment to work in. Our students consistently demonstrate caring, respectful and responsible attitudes towards each other, their learning and the environment. They are always great ambassadors for our school in all contexts in and out of our school. They embrace and celebrate differences in individuals while learning through both co-operative, differentiated and individualised learning. Their willingness to take on challenges and explore possibilities boosts their creativity, talents and thirst for knowledge.

Clunes staff’s dedication to quality teaching and love of learning ensures an engaging and challenging environment for our students. They work closely with an energetic and enthusiastic community to continually improve our student outcomes.

It is amazing to see the abundant and diverse opportunities provided to our students. Our community also embraces change while honouring tradition to ensure our students have a well-rounded education while being equipped with necessary skills and knowledge to adapt to continual technological improvements. Students in our school have achieved excellence in various academics, creative arts, sports and leadership activities.

It is the above qualities that combine to make Clunes a unique, quality educational environment. Our many successes have been published in this report. We have worked hard this year to ensure communication with all stakeholders is open, comprehensive and consultative as we work in partnership with our community in our continued journey of striving to improve the outcomes of our students.

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.

Michelle Slee
Relieving Principal

P & C Message
It’s through the P&C that parents can make a positive contribution to the success of the Clunes Public School. I feel very privileged to be a part of such a great group.
Throughout 2013, the P&C has raised funds through Bunnings BBQ’s, Pie and Lamington drives, Mother and Father’s day stalls and events such as the election day BBQ, Exhumed at the Clunes Hall and by supporting school events such as the athletics carnivals, end of year concert and disco.

We also raise money through the canteen, the sale of school uniforms and through external fundraisers such as calendars featuring children’s’ artworks.

The money raised through these events has help fund, air-conditioning, iPads and iPad accessories and activities and items that would not be able to be funded through the normal school channels. In 2013 the P&C spent just over $20,000 primarily on classroom air-conditioning ($13,000) and on iPads ($2,900) and generated $10,402 through fundraising events. It should be noted that the balance of the funds spent in 2013 was raised through fund raising in 2012.

None of these events would happen without the commitment from the parents and carers who bake the cakes and biscuits, help out on the stalls and in the canteen, and keep the P&C running.

So, thank-you to all the people that have helped throughout 2013.

I would like to specifically acknowledge some members of the school community:

- Emma Balding, Jen and Graeme Stockdale for the canteen and the fine food they supply. Melinda Turner and Sonja Steiner for their efforts earlier in the year;
- Sasha Murchison for tirelessly managing the school uniforms – and coordinating the vegetable garden with Mr Sky;
- Melissa Houghton, our hard working Vice President, always there at every event and meeting;
- Laura Haywood our Treasurer;
- Bec Clark, Secretary;
- Ay-Shin Chiou particularly for her work on for co-ordinating this year’s artwork fundraiser;
- Amanda Butler; (unofficial fund raising co-ordinator)
- Sharon Howard and Stephen Nicholls;
- Our Principal, Mrs Slee and all the teaching staff, who not only spend all day with our children but seem happy to spend time with the parents and participate in out-of school hours activities in support of our school; and
- Our hardworking support staff – Berni, Reece, Jocelyn
- Finally I would like to thank Caitlin Nicholls, P&C President throughout 2012 and up until July 2013.

Once again, thank-you to all the parents and carers that have contributed to the P&C in 2013 and who I’m sure will be there supporting us in 2014.

Andrew Morton
P & C President

Student representative’s message

Our Student Representative Council (SRC) Members played an important role in providing a voice for the students and participating in various decision making processes.

In 2013, the SRC nominated charities such as Lismore Soup Kitchen, Westpac Rescue Helicopter, Philippines Disaster Relief appeal, Schools fire disaster appeal and ‘Save the Orangutans’ appeal.

They also installed new toilet paper dispensers. SRC also contributed to school improvement decisions and hosted a ‘Clunes has talent’ show. SRC members played a greater role in our fortnightly assemblies, judging students and classes on various awards such as ‘tidy class’ and ‘Citizen of the week’. They also took on hospitality and leadership roles at functions held for visiting students, parents and community members and special guests. Most importantly, SRC students maintained a high standard of behaviour expectations at all times and offered exemplary peer support for their fellow students.

Michelle Slee - SRC Coordinator – (On behalf of Rosie and Adam 2013 School Captains)

2
**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**

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<thead>
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**Student attendance profile**

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<td>94.4</td>
<td>94.3</td>
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</tr>
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</table>

**Management of non-attendance**

Student attendance is monitored closely. Parents are required to provide advance notification of planned student absences. In the case of unplanned absences, parents are required to supply a written explanation of the reason for absence upon the child’s return to school. School strategies are in place to follow up unexplained absences, including referral to support services, if necessary.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2012, the Indigenous composition of Clunes Public School workforce was 12.6 percent.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<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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<td>Total income</td>
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<table>
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<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</table>

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

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.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

- Year 3 (All-10 students) are 23 scale scores above the state average in the test aspect of Reading.
Year 3 student writing results show pleasing achievement with no children achieving band 1 and the majority of children performing in the 3 highest bands.

Year 3 spelling results show no students in band 1 or 3 with a significant number in the top 3 bands. The implementation of “Spelling Mastery” program has continued to show improved student outcomes and will be reviewed in 2014.

Year 3 students showed pleasing results in numeracy with steady movement to higher bands displayed. Students also performed well when compared to State performance in Numeracy.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

All students demonstrated a growth in reading bands from Year 3 to 5 with a significant number achieving the highest band in reading.
Year 5 student results show pleasing achievement in the area of writing with no students in the two lowest bands and an increase in higher bands compared to school average over 3 years.

Year 5 (All 11 students) have improved by 27 scale scores from the 2012 data in the test aspect of Spelling.

Year 5 (All 11 students) have shown a decrease of 49 scale scores from the 2012 data in the test aspect of Grammar & Punctuation. Teachers have identified areas for development and will review these outcomes in 2014 teaching/learning program.

**NAPLAN Year 5 - Numeracy**

Year 5 (All 11 students) are 7 scale scores below the state average growth in the test aspect of Numeracy. Areas for development identified included aspects of 2D and 3D shapes, Fractions and Decimals and Data. In some aspects of Time, 2D
and Data our Year 5 students were above state averages.

Comprehension programs and strategies implemented by staff show an increase in reading progress.

Average progress in numeracy has decreased in some aspects of literacy. In 2013 Clunes School implemented a whole school approach to numeracy using the North Coast Numeracy Continuum as a framework while drawing on other e programs such as Mathletics and Rainforest Maths. Other professional learning occurred and our numeracy approach will be reviewed in 2014.

Other school based assessments

All school staff have analysed Smart Data and classroom assessment to identify areas for development, create individualised learning plans to assist individual students improve outcomes and to extend students who show aptitude in specific aspects of their learning. This analysis and explicit teaching will be reflected in 2014 and 2015 student performance.

Other achievements

Academics

Stage 2 and 3 students excelled in public speaking this year with one stage 3 student achieving 3rd place in the Lismore Public Speaking Competition.

Several students had creative writing pieces published in a state wide competition and as part of a local student literacy workshop with Author Jesse Blackadder at Eureka.

Creative and Performing Arts

In 2013 we continued with a strong focus on the arts with specialist teachers instructing in music, dance and visual arts. Art displays and performances took place throughout the year.

For all classes K-6, an hour per week of specialist music was timetabled. In this time all areas of the music syllabus were covered. A qualified dance teacher was engaged to teach students in Years 4-6 who wished to participate in a performance. A specialist art teacher conducted two-day art enrichment workshops for all students in Years 3-6. There were displays of work in various venues.

Weekly, music tutors gave instruction to children from Years 3-6, in woodwind, brass, percussion, guitar and piano. This year 54% of eligible students had tuition in a tuned instrument.

Most of these students came together to form the school concert band.

The Clunes School band performed at school assemblies, the Biggest Morning Tea, Lismore PAF and the school concert. The band was again invited
to perform at Dream World and gave an outstanding performance. This year, at the Lismore Performing Arts Festival the band was a major part of the Combined Band and also contributed another item as a small band.

The Clunes school dance group consisting of twenty-five members performed an electrifying item at the Performing Arts Festival.

The Clunes School choir with students from Years 4-6 combined with other small schools to perform at the Performing Arts Festival. Three of our students were chosen to be part of the choir which will perform at the Sydney Opera House in 2014.

Heather McKay
Music Teacher and Program Coordinator

Significant programs and initiatives

Reading Recovery
Since 2010, Clunes Public School has operated a shared Reading Recovery program with Bexhill Public School.

This highly effective early literacy intervention program operates for one semester in each school and delivers a carefully designed series of individual, 30 minute lessons to selected students requiring additional support to reach stage appropriate outcomes in literacy.

Students in the program are expected to be competently reading at benchmark level 16 before exiting the program. The progress of Reading Recovery students is monitored until the end of Year 3.

Learning Assistance Support Program
The in-school program used Multilit, Getting Started, Hubbard Street and Stretch and Spell to support students in literacy. All students demonstrated growth in reading.

Ipad applications were also integrated into individualized learning plans. This significantly increased the engagement of children involved in the programs and contributed to progress demonstrated.

Environmental Education Programs and Initiatives
Clunes Public School is delivering Environmental Education through a wide range of teaching and learning activities, utilising all of the Key Learning Areas. Students will develop strong environmental knowledge, awareness and capacity for positive environmental change when it is contextualised or taught using real examples, problem solving and with active student participation.

Clunes is building a strong environmental sustainability focus with some specific initiatives including class 4/5 being involved in the DEC Climate Clever Energy Savers program where students researched an energy saving proposal for the school. Funding of $2000 was provided to support teacher professional development and the purchase of energy saving initiatives in and around the school. Projects nominated included timers for Hot Water Systems, timers for computers, an awareness program for staff and students to turn off unused lights, fans and computers, and planting trees on the western side of the administration block to provide late afternoon shade.

Learning for sustainability seeks to enable and empower students to make decisions and take actions that contribute to creating a sustainable society and ecosystem. Sustainability action is both a preferred pedagogical approach for teaching sustainability and an essential set of knowledge and skills for students to learn.

When sustainability action is applied as a systematic process to issues and needs, it can be modelled, reapplied to new problems and learned by students with increasing levels of sophistication and
complexity. The ultimate learning goal is for students to be able to implement sustainability action with such fluency that they can operate independently of the need for a scaffold process.

The Sustainability action process that students in class 4/5 engaged in has five steps:

1. Making a case for change
2. Developing the scope
3. Defining the proposal
4. Implementing
5. Evaluating and reflecting

Applying SAP to Climate Clever Energy Savers Program focused on achieving savings in our school through student initiated projects. The Sustainability Action Process was embedded in the teaching and learning program for the Energy Unit.

Whilst the school did not seek to be re-accredited for the Lismore City Council Wastewise Program, the school has managed to keep some previous initiatives in place such as:

- Staff and students using effective waste wise processes including composting for the vegetable gardens, food scraps for staff chickens and active recycling of paper and plastics;
- Shredding of classroom waste paper and use in the compost bins;
- Using vegetable and food scraps in the worm farm which then supplies valuable nutrients for the school vegetable garden.

Senior students’ participation in the Energy Initiative organised by Dorroughby Field Centre, where students experimented, analysed and reflected on sustainable energy devices using solar, wind and kinetic energy.

Junior students participated in environmental discovery initiatives organized by Dorroughby Field Centre, and learnt about life cycles, environment protection and sustainability and habitat issues. The school registered some recycling practices with Planet Ark to receive valuable teaching resources.

Thanks to parent helpers Scott and Sasha Murchison the school vegetable garden has been moved to a more appropriate position and Mr Malcolm Sky leads a Vegetable Garden Club for students two days a week. The garden has grown beans, tomato, carrot, zucchini, radishes, kohlrabi and corn. Students have enjoyed fresh produce and have supplied some produce to the canteen kitchen for use in canteen meals. They have learned about life cycles, germination, weeding and harvesting produce.

Malcolm Sky
Science and Environmental Studies Coordinator

Sport

2013 was another successful sporting year at Clunes Public School. Our students participated in school, district and zone competitions in swimming, athletics and cross country. Throughout the year students participated in a two week sporting rotation involving 19 different sports. We also coordinated with Cricket NSW, Australian Rugby League & the Australian Football League to provide coaching and information sessions for our students K-6.

Our boys’ teams in cricket and soccer qualified for the third and first rounds respectively of the PSSA state knockout and our girls’ school soccer team participated in the PSSA knockout competition. The school netball team proceeded to the fourth round in PSSA Knockout competition. The school tennis team advanced through to the second round in the North Coast Division of the PSSA Knockout Competition.

Rosie, Jeremy & Thomas achieved selection in their respective Northern Rivers Zone cricket team, with Rosie going on to compete at the state championships in Bomaderry.

Eli, Adam and Rosie achieved selection in their respective Northern Rivers Zone football teams,
with Eli going on to compete in the State Championships in Bass Hill. Abbey achieved selection in the Northern Rivers Zone netball team.

Eli and Matilda competed at the North Coast Regional Cross Country Championships in Lismore. Eli, Rosie, Maddie, & Hayden competed at the North Coast Regional Athletics in Lismore.

Thomas competed in the Senior Boys Relay at the State Athletics Championships at Homebush Stadium. Reece also participated in the Junior Boys Discus at the State Championships and achieved 19th place.

Jack Priestley
School Sports Coordinator

Aboriginal education

Aboriginal perspectives are addressed in all Key Learning Areas. Aboriginal cultural studies are implemented through the Combined Outcomes Groups (COGs) units. All classes were involved in cultural awareness activities to celebrate NAIDOC week. This year our celebrations and following teaching programs were led by Aboriginal Teacher, Malcolm Sky. Strong emphasis was placed on local Aboriginal Community members presenting workshops and activities. Aboriginal students and staff from Kadina High School also participated in the celebrations providing dance and teaching cultural awareness. Aboriginal perspectives played a significant role in Literacy and Numeracy week.

An Aboriginal Flag is now proudly flown from our second flag pole and respectful acknowledgment of the Bundjalung community and all Aboriginal Community members is given at every appropriate opportunity. Staff will continue to develop their own understanding and teach knowledge of Aboriginal perspectives and protocols to their students. The school will build closer relationships and greater consultation with our local Aboriginal Education Consultative Group in the following years.

Multicultural education

A focus on Multicultural perspectives occurs through the Connected Outcomes Groups (COGs) units and other Key Learning Areas. As part of Harmony Day celebrations in Term 1, all classes were involved in activities which culminated in a whole school display of artwork.

The implementation of the new English Syllabus and National Curriculum has driven the purchase of further multicultural resources to enhance our teaching, learning programs. Students, families and community members from multicultural backgrounds also make significant contributions to our teaching programs and ensure there is understanding and acceptance of cultural diversity.

School planning and evaluation

2012—2014

School evaluation processes

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

Professional learning

All staff participated in professional learning for the implementation of the new English Curriculum in 2014, utilization of program builder, the North Coast Literacy Continuum and Numeracy Scope and Sequence. Staff also participated in ipad and other technology workshops as well as specializing in the areas they specialise in and lead in our school.

Parent/caregiver, student, and teacher satisfaction

Students, Parents and Staff were asked to complete the following surveys. The purpose of these surveys was to provide greater insight into how Clunes Public School is seen by all school community members.
This valuable information gives our school community direction and common goals.

**Some relevant responses to ‘Strengths of Clunes School’ included:**

- Dedicated staff who make learning fun and interesting
- Friendly, well behaved, respectful and enthusiastic students
- Supportive parents and community
- Facilities and environment.
- Lots of different opportunities provided in academics, sport, music, creative arts and leadership

**Some relevant responses to ‘Areas for development’ included:**

- Engaging programs for Maths and Science
- Communication and promotion of school achievements and individual excellence.
- Update some aspects of music program
- Greater opportunities for Gifted and Talented (G & T) students.
- More excursions
- Continued mutual respect by everyone
- Increase links with community
- Increase technology access
- Greater Aboriginal Education Perspectives

**ACTION AND ACHIEVEMENTS:**

- Continued professional learning for staff
- Introduction of North Coast Numeracy Continuum
- Integration of Mathletics and computer and software programs.
- Mathematical problem solving day for Stage 3 and G & T students
- Provided relevant students with opportunities to participate in a diverse range of workshops including science and environmental, writing, public speaking, dance, music, choir, leadership and sport
- Ensured continued and enhanced differentiated learning in all classrooms
- Coordinated the First North Community and Big Scrub public speaking comp
- competition improving its structure and skill level.
- Ensured weekly newsletter and website was informative, comprehensive and celebrated the diverse range of achievements by all school stakeholders
- Installed Wi Fi
- Purchased ipads, accessories and applications to provide greater student access and engagement.
- Introduced team teaching with computer coordinator for greater technology integration across the curriculum
- Parent /Teacher meetings, Stage 3
- Open days with community member participation
- Student Led Conferences, combined staff and community fund raising and school promotion event.
- Increased community consultation, information and planning.
- Music program enhanced
- Aboriginal Education Perspectives integrated into all curriculum areas.
- NAIDOC week celebrations with ongoing programs and Aboriginal Community links.
- Environmental grants and new programs introduced.
- Development of a current and relevant Science and Technology Scope and Sequence.
- New 3 year excursion cycle introduced in consultation with parents, students and staff.
- Excursions introduced for Kindergarten and Stage 1 as well as in school visiting workshops.
• Brochures, prospectus and other promotion and information material updated.
• Murals refreshed and tired signage replaced.

Some relevant responses to ‘Community Participation within the school’:

• Parent and Community helpers in the classroom, individual programs, participating in school events and open, communication P & C, canteen, vegetable garden.

Actions and Achievements

• Increased community consultation, information and planning including Finance meetings to build capacity of community members.
• Reestabishment of vegetable garden and sustainable environment program.
• Canteen reopened with new nutritional menu and sustainable organization through parent management and community support.
• Parents assisting in classrooms, individualized programs, increased fundraising activities and consultative roles.
• Utilization of community member talents and skills incorporated into teaching and learning programs.
• P & C installed air conditioning in all classrooms and purchased ipads and other resources.

Some relevant responses to ‘Role of Relieving Principal’:

• Clear goals and direction through communication, planning and documentation
• Improved communication with community
• Encourage student engagement
• Ensure Year 6 students are ready for Secondary School
• Lead and support staff professional learning
• Values Education.

ACTION AND ACHIEVEMENTS:

• Clear and consistent planning, consultation and documentation of school’s goals and organization.
• Introduction of cooperative learning structures, and greater student responsibility in learning in Stage 3.
• Increased technology and interactive individualized programs to enhance student outcomes.
• Professional learning in new English Curriculum, mathematics, technology, assessment and reporting and other essential training.
• Provide leadership and coordinator opportunities for staff to build professional capacity and increase sustainability of school programs and improvements.
• Introduction and explicit teaching of weekly behaviour expectations.
• Building links with Kadina high school with a range of various workshops, programs and presentations provided to ensure an effective transition to Secondary School.
• Comprehensive information to parents through newsletter, website, emails letters, phone calls and meetings.
Relevant student responses to ‘Student leadership at Clunes Public School’:

- School Captains and Student Representative Council.
- Looking after younger children
- Setting a good example
- Weekly and daily tasks such as sports equipment, flags etc
- Fund raising

**ACTION AND ACHIEVEMENTS:**

- Students continue to play a valued leadership role in school.
- Greater leadership opportunities that include younger students provided through class representation, kindergarten buddies, sports equipment, hospitality services for community programs and events.

- K – 6 whole school peer support activities.
- Student consultation and problem solving playing a essential role in the Student Representative Council (SRC).
- Increased student roles in assemblies and presentations.

**Program evaluations**

**Background**

In 2013 K – 6 implemented the ‘Spelling Mastery’ program.

**Findings and conclusions**

Ongoing evaluation and 2013 student outcomes indicate that ‘Spelling Mastery’ program does increase spelling understanding and application of students if the program is at the child’s appropriate level and the program is correctly administered. 2013 data showing increases in spelling capacity in the majority of student supports this statement.

**Future direction**

Teachers will continue to implement the program K – 6. They will ensure that in 2014, students are working at the appropriate learning level and adhere to program instructions. Teachers will also enhance this program with integrated strategies and opportunities to apply spelling skills in the new NSW English Syllabus.

**Background**

Implementation of the K – 10 Literacy Continuum

**Findings and conclusions**

Teachers participated in continual professional learning and it has been essential to take aspects of the continuum to ensure understanding and effective implementation.

Early Stage One and Stage One teachers have been using the Literacy Continuum to track children. Stage 2 and 3 and taken aspects of the continuum to track students.

**Future directions**

All teachers are to track students and use data to create on-going changes in teaching and learning programs. Teachers will use data to track student outcome progress and ongoing reviews of implemented NSW English programs and units.

**Background**

Staff and community goal to equip out students with 21st century skills. An essential element of this was to provide students with access to a diverse range of technology and multi modal media. WiFi was installed in Term 3 and ipads and other resources were purchased.

**Findings and conclusions**

Staff willingly upskilled themselves in use of technology and used mentoring and collegial sharing to find and trial quality programs.

Further technology resources were purchased and implemented in the classroom.

Computer Coordinator time was provided to team teach and increase technology integration across the curriculum.
Programs and applications were utilized to engage a diverse range of learners and abilities.

Future directions

Skills and understanding capacity of all school stakeholders will be built in 2014 through mentoring, increased access and opportunity.

Utilization of these resources and tools will support greater student engagement and individualized learning.

School planning 2012—2014: progress in 2013

School priority 1

Outcome for 2012–2014

Improved student performance in writing, with a focus on spelling and grammar.

2014 Targets to achieve this outcome include:

- Successful implementation of the new English syllabus reflecting increased student engagement and improved outcomes
- Consistent explicit teaching of spelling in every classroom
- Literacy Continuum K-10 used to plan
- Literacy continuum K-10 used to make judgment for achievement
- Student progress tracked on learning continuum

Strategies to achieve these targets include:

- Consultancy support for teachers
- Professional learning for teachers
- Collegial sharing
- Analysis and follow up explicit teaching of student Smart data and in class assessment.

Evidence of progress towards outcomes in 2013:

- Staff participation in professional learning resulting in creation and trialing of new NSW English syllabus programs and units using BOS program builder.

- Increased integration of multi modal media including e resources, interactive websites, literacy software and increased access and development of student and staff technology skills.
- Team teaching and mentoring to increase technology skills and improve student outcomes in reading and writing.
- Comprehensive analysis of Smart Data and other assessment strategies to evaluate and modify teaching strategies and greater individualised programs to cater for individual student needs.
- Improved spelling capability in all students using “Spelling Mastery” Program at appropriate level.
- Improved cohort performance in reading, comprehension, spelling and writing.
- Continual Collegial sharing, consultation and willingness to trial new and proven resources to assist student engagement and outcomes.

School priority 2

Outcome for 2012–2014

Improved student performance in numeracy, with an emphasis on number.

2013 Targets to achieve this outcome include:

- Delivery of balanced numeracy session in every classroom
- Develop logical thinking skills
- Develop effective assessment tasks
Strategies to achieve these targets include:

- Consultancy support for teachers
- Professional Learning for teachers
- Collegial sharing

Evidence of progress towards outcomes in 2013:

- Staff participation in professional learning in numeracy strategies and student tracking.
- Continued trialing of North Coast Numeracy continuum with ongoing reflection.
- An increased use of teaching strategies and resources to enhance and support the Numeracy Continuum.
- Increased understanding in majority of students with some children demonstrating greater depth of understanding and increased rate of progress.
- Staff sharing new technological ideas and willingly reflecting on teaching strategies and practices with colleagues.
- Increased capacity in staff and students to confidently use a variety of interactive programs to compliment hands on activities and other strategies.

Outcomes from 2013 - 2014

To improve school community communication and promotion while building capacity of students, staff and community. This will be done through professional learning and support for teachers, communication and consultation of policies and procedures with community and strategies that empower our students in their own

Evidence of progress towards outcomes in 2013:

- Live Life Well
- Improved communication through newsletters, websites, emails, face to face meetings, Edmodo and phone calls
- Increased community consultation, participation and decision making
- Increased opportunity to build capacity of all stakeholders through knowledge, mentoring and clear mutual and achievable goals.
- Thoughtful strategic planning and consultative communication to achieve goals.
- Increased leadership experience in areas of expertise and mentoring of colleagues to maximise resources within school and collegial schools. Skills.

School priority 3

Embedding a positive school culture which provides a nurturing, supportive learning environment and builds capacity in all school community stakeholders

Strategies to achieve these outcomes in 2014:

- Continue to provide opportunities to maximize the school community’s diverse range of skill and expertise.
- Create a list of willing community members and their skills and knowledge to enhance our school
- Increased information sessions and consultative groups to create a greater informed and supportive community.
- Provide greater individualized programs to cater for specific areas of giftedness and /or learning difficulties.
- Weekly expectations which are explicitly taught in the classroom.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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