Our school at a glance

**Students**

Clunes Public School began the year with an enrolment of 108 students from a range of backgrounds. Clunes School students are motivated, respectful and demonstrate a love of learning. Students display compassion and empathy and are aware of the needs of people beyond their immediate environment. They are articulate and confident with a well-developed sense of social responsibility.

**Staff**

Clunes School staff is a cohesive, welcoming team with a range of talents that facilitate the provision of a rich curriculum responsive to student needs. All teaching staff meets the professional requirements for teaching in NSW public schools. Clunes School staff works with parents and the community to offer the best possible education for students.

**Significant programs and initiatives**

Senior students were involved in enrichment programs focused on higher order thinking skills, technology and science as part of the community of schools Bright Sparks program.

**Student achievement in 2012**

In literacy, Year 3 students achieved scores above those of state and region in reading and above region but below state scores in writing, spelling, grammar and punctuation.

Year 5 students performed above state and region scores in reading, writing, grammar and punctuation.

In numeracy, Year 3 students achieved below state and above region performance in numeracy, data, measurement and space and geometry and below state and region levels in number patterns and algebra.

Year 5 students achieved above region and below state level in numeracy, data and measurement, space and geometry and number patterns and algebra.

Year 5 boys (13 students) improved by 52 scale scores from the 2011 data in reading. They achieved 44 scale scores above the state average in the test of grammar and punctuation and 30 scale scores above the state average growth in the test of grammar and punctuation.

**Messages**

**Principal’s message**

During 2012, we provided opportunities for students in a range of creative arts and sporting activities while maintaining a focus on inclusive and innovative teaching and learning programs.

The participation rate in our band increased. Students performed impressively in band, choir and dance items in the Lismore performing Arts Festival and three of our students were selected to perform in the Small Schools Choir at the Sydney Opera House.

Students represented at district, zone, regional and state levels in PSSA competitions and our boys’ cricket team progressed to round four of the knockout.

Students produced some wonderfully entertaining and insightful speeches in the public speaking competition and one of our students secured a placement and performed at a high level in the across-district program for gifted and talented 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.

**Margaret Porter**
P & C message

It has been a great pleasure to have been President for the 2012 season. As a Committee we have achieved a lot this year and I have worked with some wonderful people. I would like to thank all those people who volunteered their time to make my job easier and the Clunes School community for supporting the P&C this year through all its various fundraising events.

We had a pie drive, a lamington drive, a movie night, a Christmas in August Trivia Night, a cake stall at the Clunes Giant Garage Sale, two sports carnivals and a Bunning’s BBQ. All these events did extremely well and helped us raise nearly $5 000 towards the very much needed air-conditioners. The best profit was made at the Trivia Night. We also organised a Mother’s Day and Father’s Day stall and while these didn’t make much of a profit, the children loved to shop for their parents and carers and, all up, it was a lot of fun.

The Committee very much appreciated the time and effort that Clunes parents and carers gave to all these events whether volunteering themselves or baking goodies or donating materials to help run the events.

Of course, none of these events would have been possible without the organisational skills of Amanda Butler and her tireless team who were able to pull together and bring these functions to fruition. We now have around $12 000 to $13 000 for the air-conditioners and hopefully they will start going into classrooms next year, everything going according to plan.

We also repaired the school marquee that is taken to sport carnivals; purchased a new drum kit for the school; got the veggie garden up and running; ran canteens on occasions when other schools visited; continued the tradition of giving the Year 6 children a lovely pen with their name engraved on it for their end of year gift and we co-ordinated their special Year 6 dinner.

As a Committee we became incorporated which makes sure that we are covered against any legal situations that may crop up.

The P & C could not operate without a team and I would personally like to thank those in the executive positions who have been so helpful to me over the past year- the Vice President , Ay-Shin; the Treasurer, Stephen Nicholls; the Secretary, Bec Clarke; the Fundraising Co-ordinator, Amanda Butler; the Uniform Co-ordinator, Sharon Howard; and the Canteen Co-ordinator, Melinda Turner. Without these people stepping up and giving up their valuable time the P & C Committee could not have run and I say thank you to them all.

We have had a big year and all need a well-deserved rest but we will be kicking off early in February for our first fundraising event of 2013.

Caitlin Nicholls
President

Student representative’s message

In 2012, the SRC was involved in a number of fundraisers to support school students and national charities.

In Term One, we ran another very successful Easter Raffle, raising $797. This money was used to support students who represented the school at state level for athletics and to purchase paint to re-mark the handball lines in the concrete area between the classrooms.

In Term Two, the students decided to support the Asthma Foundation and held a pyjama day. The school was a sea of bedtime prints and over $120 was raised to support education programs in schools about how to manage students with asthma.

In Term three, the school was involved in an “R U OK at Clunes Public School” day, where the students wore yellow or orange and donated a gold coin towards the national R U OK Foundation. The students created a human sign on the school oval, spelling out the phrase “R U OK!” Approximately $140 was raised for the
foundation, which was founded by the uncle of Mahalia, our school captain and SRC member.

In Term Four, we ran the hugely anticipated annual “Clunes’ Got Talent” and many students from each class performed for the entire school.

The SRC students have planned to purchase a new basketball ring for the COLA and new soap dispensers for the classroom with their remaining 2012 funds.

Nickie Bartlett
SRC Coordinator

School context

Student information

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

Student enrolment profile

One hundred and ten students were enrolled in five classes. Four classes were composite. Class structures in 2012 were: Year 5/6, Year 4/5, Year 2/3, Year 1/2 and Kindergarten.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>65</td>
<td>59</td>
<td>62</td>
<td>62</td>
<td>62</td>
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</tr>
<tr>
<td>Female</td>
<td>68</td>
<td>54</td>
<td>52</td>
<td>58</td>
<td>54</td>
<td>51</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.3</td>
<td>94.4</td>
<td>93.0</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.8</td>
<td>92.7</td>
<td>92.8</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.5</td>
<td>95.7</td>
<td>93.8</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.6</td>
<td>95.3</td>
<td>94.7</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.4</td>
<td>96.7</td>
<td>91.1</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.1</td>
<td>94.6</td>
<td>92.9</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.8</td>
<td>94.9</td>
<td>93.6</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>94.9</td>
<td>95.0</td>
<td>92.8</td>
<td>92.6</td>
</tr>
</tbody>
</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.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
</tr>
<tr>
<td>Total</td>
<td>7.731</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

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

Staff retention

One new classroom teacher, Mr Malcolm Sky, joined the staff at the commencement of the 2012 school year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>66%</td>
</tr>
</tbody>
</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$97935.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>$100745.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$38195.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$37758.17</td>
</tr>
<tr>
<td>Interest</td>
<td>$4440.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$34702.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$313777.90</td>
</tr>
</tbody>
</table>

| Expenditure                |            |
| Teaching & learning        |            |
| Key learning areas         | $25409.53  |
| Excursions                 | $19581.82  |
| Extracurricular dissections| $12427.08  |
| Library                    | $1264.61   |
| Training & development     | $1337.03   |
| Tied funds                 | $35826.37  |
| Casual relief teachers     | $15014.20  |
| Administration & office    | $32027.83  |
| School-operated canteen    | $0.00      |
| Utilities                  | $31392.87  |
| Maintenance                | $6612.52   |
| Trust accounts             | $34103.57  |
| Capital programs           | $6990.04   |
| **Total expenditure**      | $221987.47 |
| **Balance carried forward**| $91790.43  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

In 2012, we continued a strong focus on the arts with specialist teacher instruction in music, dance and visual arts. Displays and performances took place throughout the year.

Each week, an hour of specialist music was timetabled in which all areas of the music syllabus were covered for all classes K-6. A qualified dance teacher was engaged to teach students in Years 2-6 who wished to participate in a performance. A specialist art teacher conducted two-day art enrichment workshops for all students in Years 3-6. A display of the work followed.

On a weekly basis, tutors gave instruction to children from Years 3-6, in woodwind, brass, percussion, guitar and piano. This year 52% of eligible students had tuition in a tuned instrument. Almost all of the students came together to form the school concert band.

The Clunes School band performed at school assemblies, the Biggest Morning Tea and the school concert and was again invited to perform at Dreamworld. This year, at the Lismore Performing Arts Festival, our school band was a prominent part of the Combined Band and also was selected to play a separate item in the performance.

The Clunes School dance group consisting of thirty members performed an engaging item at the Performing Arts Festival.

The Clunes School choir, with students from Years 4-6, combined with other small school choirs to perform at the Performing Arts Festival. Three of our students were chosen to be part of the choir which performed at the Sydney Opera House in 2012.

Sport

2012 was another successful year at Clunes Public School. Our students participated in school, district, zone and regional competitions in swimming, athletics and cross country. Throughout the year, students participated in a two week sporting rotation involving 19 different sports. Students also participated in a Mini-Olympics held during Education Week.

For the second consecutive year, Clunes Public School was involved in the PACE program which develops strong and tangible links with Kadina High School through the medium of sport.
In the team PSSA state knockouts, the boys’ soccer team was eliminated after the first round while the boys’ cricket team qualified for the fourth round. The girls’ soccer team participated in the PSSA knockout competition and the netball team proceeded to the third round in North Coast Division 2 of the PSSA Knockout competition. The school tennis team advanced to the second round in the North Coast Division of the PSSA Knockout Competition.

There were some strong individual performances in various events. Dylan, Callum, Rosie and Lulani achieved selection in their respective Northern Rivers Zone cricket teams and Dylan and Rosie achieved selection in the Northern Rivers Zone football teams.

Mawgan and Linden competed at the North Coast Regional Swimming Championships at Coffs Harbour and Eli and Matilda competed at the North Coast Regional Cross Country Championships at Maclean.

Dylan and Thomas competed in the Senior Boys’ Relay at the State Athletics Championships. Dylan also participated in the 11yrs boys 100m at the State Championships and achieved 10th place in the 11yrs Boys’ Discus.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Significant programs and initiatives

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.

Multicultural education

A focus on Multicultural perspectives occurs through the 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.

Other programs

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

Students requiring additional support in literacy and numeracy were assisted via the resources of the District Learning Support Team (two Year 2 students and two Year 3 students) and the school learning support program.

The in-school program used Multilit, Getting Started, Hubbard Street and Stretch and Spell to
support four additional students in literacy. One student entered the program in 2011, one student received support throughout 2012 and two students exited the program after one semester of additional support. All students demonstrated growth in reading.

Teachers were involved in ongoing professional learning targeting explicit teaching of mathematics.

There was a reduction in the percentage of Year 5 students in Band 4 and an improvement in the percentage of students in Band 7 in NAPLAN and some shift of Year 3 students from Band 3 to Band 4 and increased representation in Band 6 when compared with 2011 results.

**Progress on 2012 targets**

**Target 1**
Improved performance in Literacy
Our achievements include:

- Teachers were involved in an intensive and ongoing professional learning program targeting persuasive writing, developing consistency of teacher judgment in the assessment of writing, and assessment of student performance and plotting achievement on the Best Start continuum.

- There was some improvement in student NAPLAN performance with a shift in the middle bands in writing in Year 3 and a slight improvement of the representation of Year 5 students in the highest achievement band in writing when compared with 2011 NAPLAN performance.

**Target 2**
Improved performance in numeracy
Our achievements include:

Teachers were involved in ongoing professional learning targeting explicit teaching of mathematics.

There was a reduction in the percentage of Year 5 students in Band 4 and an improvement in the percentage of students in Band 7 in NAPLAN and some shift of Year 3 students from Band 3 to Band 4 and increased representation in Band 6 when compared with 2011 results.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012, our school carried out an evaluation of major school excursions.

**Background**

Year 4/5/6 students attend a major excursion each year. Each of these excursions runs for five days. The plan operates on a three year cycle-Canberra, Sydney/Jenolan Caves, and Lake Ainsworth.

In recent years, there has been an increase in the number of students who do not participate in excursions.

Excursions to Canberra and Sydney depart on Sunday evening and return early on Friday morning. The excursion to Lake Ainsworth departs on Monday morning and returns on Friday afternoon. Travel is by bus.

Seventy-four surveys were distributed, twenty-eight were returned.

**Findings and conclusions**

Q1. Twenty-five responses agreed that major excursions are a valuable part of the learning program, two disagreed and one didn’t know.

Q2. Twenty-five respondents were in favour of the continuation of a major excursion program for senior students, two disagreed and one didn’t know.

Q3. Twenty-two responses indicated that children would participate in future planned excursions.
Q4. Seventeen families saw cost as the main barrier to student participation in excursions, two identified duration as the main barrier, location, timing and transport scored one vote each and three families indicated nil barriers.

Q5. Twelve responses preferred the current program to continue unchanged, six would prefer the current program but only for students in Years 5 and 6 and six families would prefer another major excursion program but for students in Years 5 and 6 only.

Q6. When considering alternatives to the current program cycle, seven responses preferred a two-year cycle (Canberra one year and a three day two night excursion the following year) for students in Years 5 and 6 only. Ten responses preferred a two-year cycle of Canberra one year and another five day excursion the following year for Years 5 and 6 only; and eight families preferred other alternatives.

Suggestions for other alternatives included:
- Canberra only, with no snow segment
- Canberra and one other location with experiences not available locally, eg, locations further west.
- Air transport rather than bus transport
- Lake Ainsworth for Year 4 only
- One overnight excursion for Years 3 and 4
- Sharing transport with other schools
- Sunshine Coast
- Brisbane

Future directions
It is clear from survey responses that the majority would like the excursion program to continue for Years 5 and 6. There is need for further exploration of suitable venues (other than Canberra) and of the relationship of responses in Question 5 and Question 6. As the majority of responses identified cost as the major barrier to student participation in excursions, it is probable that fund-raising activities may need to occur to enable the maximum number of students to participate in future major excursions.

Parent, student, and teacher satisfaction
The school sought opinions of parents, students and teachers about the school.

Responses indicated that parents and teachers were generally of the opinion that the school was well organized and made every effort to provide a range of quality educational programs that catered for individual learning needs.

Students indicated that they were proud of their school.

Professional learning
Staff attended professional learning courses in the priority areas of literacy, numeracy, technology and leadership.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Improved student performance in writing, with a focus on spelling and grammar.

2013 Targets to achieve this outcome include:
- Consistent explicit teaching of spelling in every classroom
- Literacy Continuum K-10 used to plan
- Literacy continuum K-10 used to make judgement for achievement
- Student progress tracked on learning continuum

Strategies to achieve these targets include:
- Consultancy support for teachers
- Professional learning for teachers
- Collegial sharing
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

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.

Margaret Porter Principal
Nicole Bartlett Assistant Principal
Lorraine McKenzie Teacher
Jack Priestley Teacher
Heather McKay Teacher
Keron James Teacher
Margaret Simpson STLA
Bernardine Cooper School Admin. Manager
Caitlin Nicholls P&C President

School contact information

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