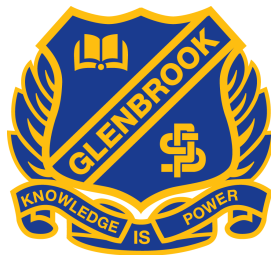


# Glenbrook Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Glenbrook 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.

David Brown

Principal

### School contact details

Glenbrook Public School

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### Message from the Principal

It gives me great pleasure to present this report to our school community. This year Glenbrook has seen much success in many areas while we move towards the third year of our school management plan cycle. Teachers have been working closely in stage teams to monitor student progress, share strategies and develop clear learning plans that drive learning. This can be seen in the use of writing rubrics, moderating student work samples and the alignment of student progress using the Literacy and Numeracy continuums. Through the assistance of teachers, students are developing their own learning goals where students can work towards achieving their personal best in learning. Three-way conference approach has supported the important partnership where parents, teachers and students are working together to see achievement in learning. While ensuring increased support for students identified in needing further assistance, the school has also over the year focused on seeing students moving from the middle to higher level of attainment. This has been evident in focus areas of spelling and writing. In 2017 the school will continue to focus on these areas along with mathematics, student engagement, developing critical thinking strategies and student wellbeing.

Our teachers and our students thank our parents for their continued support of the school. The students of Glenbrook benefit from the positive environment that exist between school and home. The partnership between our parents and the school continues to grow and is evident everyday with parents working in class and in many other areas to support students and the school. Our community recognises the importance of working together to achieve the best learning for students at Glenbrook.

David Brown

### Message from the school community

The Glenbrook Public School's Parents and Citizens Association meets on the first Tuesday of each month in the school staff room during term time. The P&C provides an opportunity for parents and community members to come together with the school principal and discuss activities and programs occurring within the school. Throughout 2016 the P&C worked together to support students and staff through various successful social and fund raising events. The ability of the P&C to support the students and staff of Glenbrook Public School is reliant on the parents and community members who volunteer their time to help in the canteen, uniform shop, organise fundraising activities, put up decorations for the school disco or bake a cake. Through your hard work and support the P&C has been able to raise thousands of dollars which has been used to provide updated classroom resources, improved play areas and support teaching and learning across all years. I thank you all for your continued support.

Gary Hartin

# School background

## School vision statement

### School Vision Statement

Our school aims to create a happy, challenging and caring environment in which all students can realise their full potential academically, socially, personally and physically.

This will be achieved through:

Creating a school climate notable for its high expectations and encouragement of achievement and personal excellence;

Ensuring that programs enhance our students' welfare, self-confidence, self-esteem, resilience and self-discipline;

Encouraging a positive partnership between the school and its community that supports our students and the school;

Ensuring C21st learning which provides a wide range of experiences and encourages enjoyment of, and active involvement in, schooling, supporting lifelong learning;

Developing responsible and respectful students that have capacity to build positive relationships to support each other, exercise judgement in matters of morality, ethics and social justice; and

Ensuring that teachers are provided opportunities to develop their professional capacities to confidently and competently implement quality learning experiences for all students in a collaborative and supportive environment.

## School context

### School Context

Glenbrook Public is situated on the village side of Glenbrook, the gateway to the Blue Mountains. Property prices compare higher than most other areas of the Blue Mountains.

Parent occupation includes a number of qualified professional and tradespeople. Many parents also commute each day to their work-place outside the Blue Mountains.

Student families of Glenbrook are from a variety of cultural backgrounds although predominantly are Anglo-Saxon. The community also reflects a middle class socio economic background.

The school community has a high expectation which is met by a strong focus on quality education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy in NAPLAN.

The school leadership team reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning.

Glenbrook Public is also fortunate to host an Opportunity Class with a new intake occurring every second year.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year teachers have continued to discuss the School Excellence Framework in terms of informing what the school is achieving and monitoring progress. The school committee leaders examined school focus areas and aligned them with the framework. The process also considered the types of evidence that is available or needs to be explored further that would support the process of measuring impact on students. The process has considered the collection of evidence including data, information from questionnaires and the use of technology to video examples relating to the school focus areas. This is still an area to further develop over 2017.

During Term 4 Staff Development, teachers reflected on the progress being made across the school on the elements identified in the School Excellence Framework. Groups examined elements of excellence within the framework noting what the school currently achieves and where further consideration is required. Information was recorded for future planning purposes.

### Learning

The school focus on moving middle level students continued in 2016 through the implementation of Critical Thinking strategies and providing positive teacher feedback to students. Students have also been involved with personal goal setting in learning through the use of I can statements. This will be further refined in 2017 to align goal setting, student 'I can' statements, the development scope and sequences in learning and assessment. In the area of mathematics changes have been developed to be implemented across Stage 2 and 3 (2017). This includes a school scope and sequence based on the NSW syllabus that will guide teaching programs ensuring all concepts are covered and as well align assessment and monitoring of student progress

### Teaching

Significant achievement has occurred in the areas of Learning and Inspired teaching with committees setting the necessary foundations for measurable growth next year. This has included close monitoring of student progress with the LaST aligned to assist students based on identified needs reflected through continuous assessment. Stage meetings have provided greater collaborative settings for professional dialogue to discuss student progress and strategies in areas of writing and spelling. Funding from QTSS has provided professional learning in writing where teachers in Stage 1 and 2 work with middle achieving students to develop writing skills. The school system emphasises close monitoring and providing teachers with opportunities to reflect on teaching strategies used.

### Leading

The school continues to focus on developing the leadership capacity of teachers. This has been achieved through their involvement in developing aspects of school strategic direction where teachers have worked to create scope and sequence in learning to also align aspects of assessment. Teachers have shared committee plans and gained input from others before finalising resulting in implementation of the school's Positive Relationships Program. Teachers shared their expertise by presenting professional learning activities at meetings in areas of Literacy. Teachers have also been supported to take on roles including relieving in higher positions.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Learning. Creating 21st Century Learners

### Purpose

To develop a high performing and dynamic learning school community and across our community of schools(K–12) that is based on delivery of quality education and consistent high standards and shared professional practices.

To create 21st century students who are independent and collaborative learners, deep and logical thinkers, with the ability to obtain and evaluate information in a disciplined way.

They will have opportunities to be creative, innovative and resourceful.

### Overall summary of progress

Stage teams worked to align Critical Thinking strategies into school scope and sequence across Key Learning Areas. Approaches to teaching Critical Thinking were demonstrated at professional learning meetings. Teachers also had professional learning in the area of 8 ways of learning and shared strategies that they currently use that align to this strategy. Through positive feedback from teachers, students are setting their own goals in learning which has seen positive growth in students learning and engagement towards learning where students identify where their individual focus to learning occurs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Higher percentage of students (currently showing below cluster) moving to required level cluster in comprehension/reading.	By the end of Term 3 75% of students had moved one or more clusters in reading. 94% of Year 5 Glenbrook students (matched) are at PM Benchmark of 30+	Purchasing and updating resources for students to use. \$700.00
High number of students exhibiting positive growth from Year 3 to Year 5 as indicated through NAPLAN.	Increase (23%) of matched students in top 2 Bands in reading with 16% further growth. 8% in top 2 Bands in spelling with similar expected growth to 2015 (68%). Increase of 23% growth in grammar/punctuation compared to 2015.	Planning and developing \$600.00
Continued increase in students (Years 3 and 5) moving from the middle bands to the higher bands in NAPLAN	82% of Year 3 students (2016) in top 3 bands in writing (NAPLAN)	Purchasing resources for new curriculum. Science/ history/ geography \$3000.00

### Next Steps

Addressing identified trends shown in NAPLAN data 2011– 2015 in maths. Developing syllabus aligned scope and sequence that provides required teaching direction, content and assessment planned during each term.

Students participating in learning by having understanding of learning goals and learning expectations for personal achievement

Embedding Critical and Creative Thinking strategies into learning using developed scope and sequences in learning areas.

Further developing student goal setting through positive teacher feedback strategies that are linked to the continuum and use I statements with a process that informs parents.

## Strategic Direction 2

Engagement and Student Wellbeing. Building a 21st Century learning environment to support student learning

### Purpose

To ensure all students across our Community of Schools are actively and purposefully engaged in their learning and all aspects of school life K–12.

To create a safe and respectful school that supports the core business of learning, engaging the school community and working collaboratively with them in decision making to embed a system of values and cultural excellence.

### Overall summary of progress

A survey to the school community was developed by the committee to assist in reviewing the current school welfare policy. The survey received significant responses from parents with strong support for the current school system of awards provided to students for citizenship and in areas of academic. This year the Positive School Program was implemented throughout the school and stage teams aligned the program with Child Protection, Friendly Schools and Families. Teachers also included the Bucket Filling concepts into classroom practice or amended to suit requirements. After investigation of the Kids Matter program, it was determined to continue the 'cool kids' program for identified students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Over 80% of students show high level satisfaction and engagement in school using School survey and Tell Them From Me surveys	In Years 4 to 6, 74% of students found were motivated and interested in learning. (TTFM)	Planning and implementation \$600.00 Planning and developing surveys \$300.00 Playground replacement equipment \$800.00 Completing playground equipment \$8,000.00
Majority of students are engaged with planning and achieving learning goals supported through positive feedback from teachers	80% of students developing their own learning goals with their teacher	

### Next Steps

Developing the school student wellbeing policy that reflects current needs, school direction and programs including resilience, GROW, circle time, Positive Relationships, Friendly School and Families.

Investigate and implement strategies that will further enhance student engagement in learning to include all areas of schooling, reflected through comments in student learning journals.

Embedding student engagement in learning by students being involved with planning and achieving learning goals supported through positive feedback from teachers

Expanding student leadership programs in the playground supporting younger students

## Strategic Direction 3

Inspired Teaching. Enhancing school leadership and teaching excellence for a modern 21st century school

### Purpose

To develop high quality 21st century leaders with the knowledge and skills to inspire others in innovative and creative practices for 21st century learning, meeting the diverse needs of our learners. Teachers will have opportunities to engage in appropriate individual, team and shared professional learning activities. They will have a deep understanding of the National Standards for teachers, with staff having opportunities to build leadership capacities.

### Overall summary of progress

Stages have completed the school writing rubrics with moderation of student work samples and development of clear assessment strategies to monitor student progress in writing/ spelling. Teachers monitored writing progress and shared strategies used in writing strategies during stage meetings. This was further supported by QTTS which allowed Stage 2 teachers to focus on identified students (middle achievers) and work with them directly in writing. By using Educheck techniques identified students in Stages 2 and 3 were provided programs to develop spelling skills. Teachers also worked to align the literacy continuum with teaching, ensuring clear planning of direction in learning. Teachers also examined strategies to align their own evidence in teaching to the Australian Standards.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN results indicate a continued increase in Year 3 writing from current 67% (2015) in the top 3 bands to over 75% by 2016/2017	82% of Year 3 students (2016) in top 3 bands (NAPLAN) in writing with 63% of students in the top 2 Bands.	Total expenditure for purchasing resources \$6300.00
Higher percentage of students (currently showing below cluster) moving to required level cluster in comprehension/reading.	By the end of Term 3 75% of students had moved one or more clusters in Reading and 78% in writing	Stages released to develop assessment /PLAN \$4,800 Planning, mentoring and TPL \$2780.00

### Next Steps

Implementing a coordinated timeline for teaching with developed schedule to support all learning programs and required assessments for monitoring student progress, including IEPs

Continued focus on writing (narrative) for all students with goal to move middle ability students by at least one band (NAPLAN)

Applying school developed rubric to determine student progress and determine next step with professional learning for teachers using BOSTES writing course

Directing resources to support students in writing (Years 3 to 5) targeting individual needs including using QTSS

Further developing understanding of teaching standards through strategies including; shared stage approach that focuses on school direction, stage and personal professional requirements.

Teachers developing consistency of understanding when using PLAN clusters in reading

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Planned support affected by attendance. Results indicated on average 9 levels of progress in PM Benchmarking. NAPLAN Average growth (83) with average growth in Bands (1.75)	Learning support using SLSO. \$1856 allocated for Aboriginal Elders Program
<b>English language proficiency</b>	Students have progress on average 8 PM benchmark levels (Data indicates students are below cluster requirements.) Recorded Band 2 (Reading)	School allocation \$1,710.00. Students Included in SLSO and school LaST programs
<b>Low level adjustment for disability</b>	On average students have moved 1 cluster in writing. In reading students moved 1.6 clusters from Semester One. All students on average have moved 4 benchmarks during 2016 in reading. Students in Year 5 now benchmark 28+ or higher, with 2 expected to reach 30 in 2017	\$11,164.00 allocated for SLSO
<b>Quality Teaching, Successful Students (QTSS)</b>	75% of the groups showed significant improvement in their grammar, vocabulary, direct speech, text structure and literary devices. Professional learning component allowed teachers to develop targeted writing goals for individual students in the program	Allocation of 1 teacher day a week. Approx \$20,000
<b>Socio-economic background</b>	Planning in place using current student needs. LaST (3 to 6) working with 2017 teachers to develop IEP's for students receiving assistance in learning. PM results indicate in reading Y1 average 15, (school expectation 16) Y2 23, (expectation 22) Y3 19, (expectation 25) Y4 27, (expectation 30) Y5 29. (school expectation 30+)	\$6,506.00 allocated for SLSO
<b>Support for beginning teachers</b>	Beginning Teachers have received necessary support through mentors, courses, school initiatives to see them confidently and effectively approach teaching.	\$4,080.00 2016.





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	137	127	142	139
Girls	137	142	137	129

The school has maintained steady enrolment and growth over past years. Several parents have requested enrolment to Glenbrook from out of area with the school at this stage needing to decline. This has been necessary to ensure sufficient spaces available for families residing in the Glenbrook area with rooms currently available.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	95.8	97.7	95.3
1	94.2	96.7	95.1	93.5
2	96.4	95.4	95.7	96.6
3	96.1	96.8	96.7	96.8
4	95.2	97	95.7	95.4
5	94.8	97	97	97.5
6	96.3	95	96.5	97.7
All Years	95.9	96.4	96.4	96.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

School average attendance remains high and is above state average. Absences are also a result of families taking holidays during the school term.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.62
Other Positions	0.1

\*Full Time Equivalent

Glenbrook Public is fortunate to have three teachers appointed to the school with an Aboriginal background. One of the teachers was appointed on merit as an Assistant Principal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

### Professional learning and teacher accreditation

Teachers have been involved with a number of planned professional learning activities related to the school plan for 2016. As well teachers attended external professional learning in areas supporting their own development and the implementation of the school plan. On their return from courses they provided feedback to all teachers in areas including; spelling, writing and the 8 ways of learning. During Staff Development Days teachers also focused on learning and the impact of their teaching and examining what makes a difference in teaching (John Hattie). Meeting were held after school each Tuesday. K-6 meetings provided opportunities to focus on professional learning in the teaching of writing, spelling, continuous assessment and developing learning goals with students. The majority of professional learning meetings provided sessions for stage groups to share progress in writing and spelling, monitoring student

progress through examination of data, completing school writing rubrics and moderating work samples completed by students. Time was also provided for stage teams to develop areas of the school management plan. This included planning teaching scope and sequences for literacy and numeracy and using the school writing rubric to moderate student writing. This year two teachers have worked through the NSW Teaching Standards to gain requirements for accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	355 940.16
(2a) Appropriation	336 191.30
(2b) Sale of Goods and Services	22.73
(2c) Grants and Contributions	18 845.42
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	880.71
<b>Expenses</b>	-147 579.92
Recurrent Expenses	-147 579.92
(3a) Employee Related	-62 879.96
(3b) Operating Expenses	-84 699.96
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	208 360.24
<b>Balance Carried Forward</b>	208 360.24

There is no opening balance recorded in the SAP finance table. The opening balance for the school for

this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

This year the school changed the financial system OASIS to a new budgeting and accounting system SAP. Figures displayed represent money that was brought forward following rollover to the new financial system in September, 2016. Money has been committed in 2017. In 2017 money has been allocated from school funds to include extra employment of a SLSO to support student learning. Money will also be spent for other areas supporting school improvement and planning. Equity Disability funding also provides for the employment of our school LaST currently working with students in (K-2), with other equity money employing an SLSO assistant to work with students in class supporting their learning. In 2017 the school has committed money for other school improvements.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	1 866 387.47
Base Per Capita	15 022.61
Base Location	0.00
Other Base	1 851 364.86
<b>Equity Total</b>	72 248.45
Equity Aboriginal	1 856.56
Equity Socio economic	6 506.63
Equity Language	1 710.82
Equity Disability	62 174.44
<b>Targeted Total</b>	0.00
<b>Other Total</b>	46 590.67
<b>Grand Total</b>	1 985 226.59

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

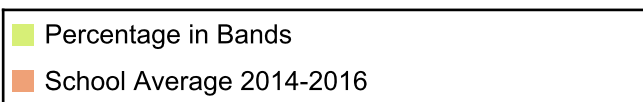
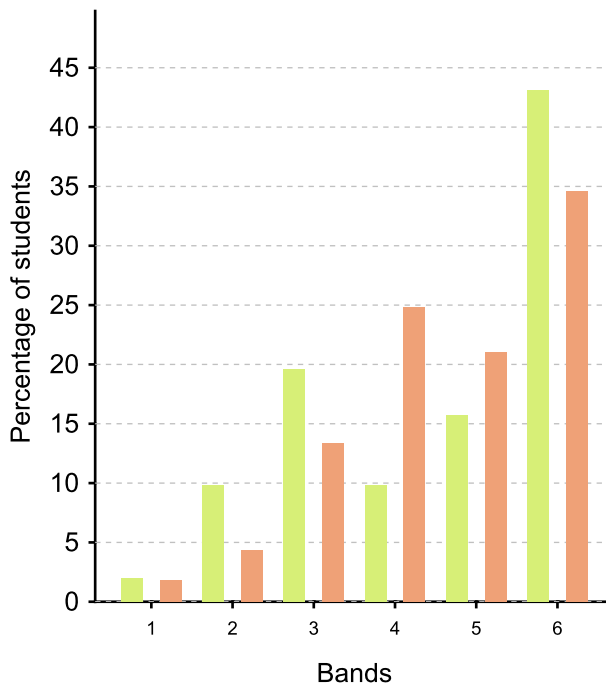
# School performance

## NAPLAN

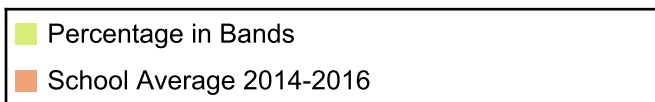
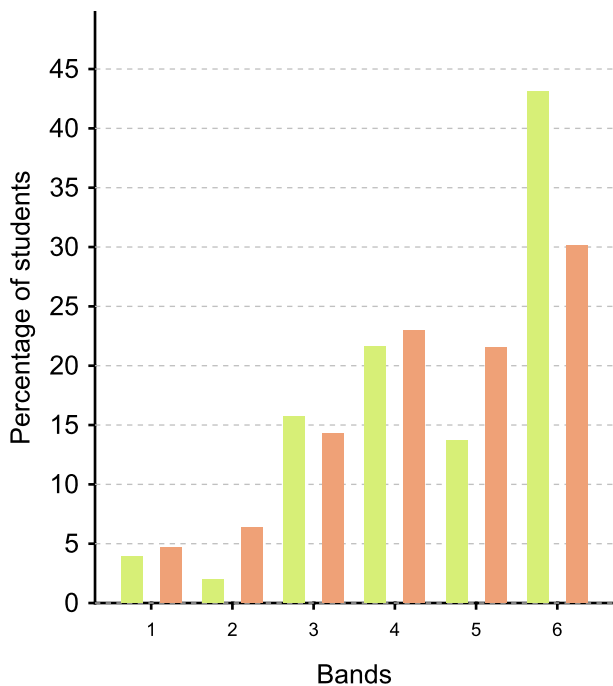
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

School results indicated that in all aspects of Literacy tested through NAPLAN that a higher proportion of Year 3 and Year 5 (school matched) students had moved into the top 2 bands compared to 2015. In gaining students in the top 2 bands the school also shows above state average results in Reading and Writing. In Year 3 Reading 58.8 gained top 2 bands with state 51.8. Year 5 Reading, 60.7 compared to state 38.6. In Year 3 Writing, 62.7 gained the top 2 bands, with state 54.1. In grammar 56.7 of students in Year 3 gained the top 2 bands compared to state, 52.9, with Year 5 school matched students gaining similar to state, 40.8, (NB: School matched does not include students entering the OC class from other schools.)

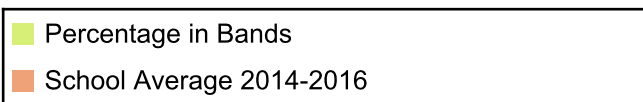
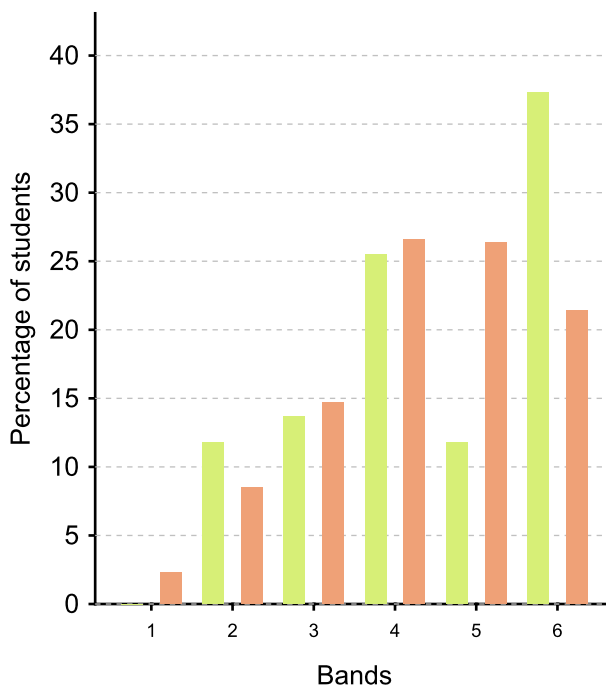
Percentage in bands:  
Year 3 Reading



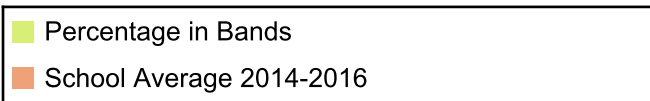
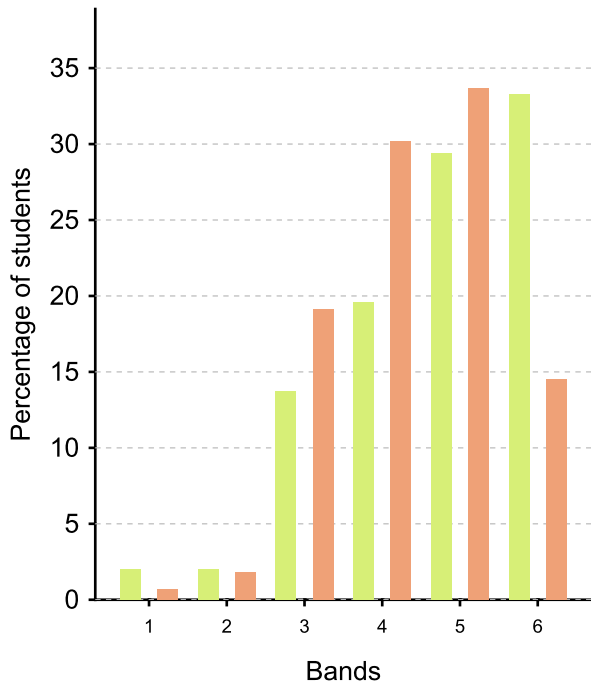
Percentage in bands:  
Year 3 Grammar & Punctuation



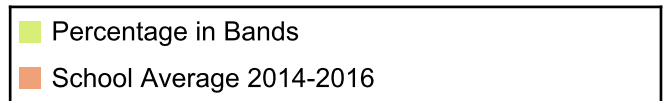
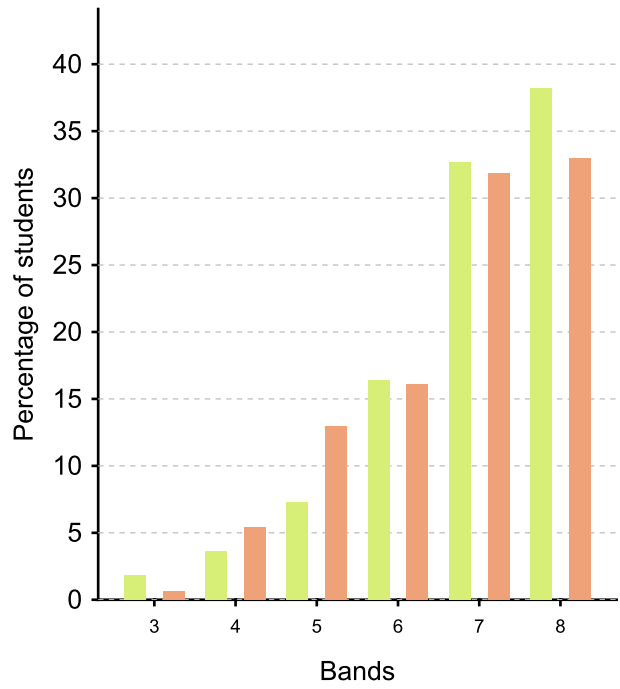
Percentage in bands:  
Year 3 Spelling



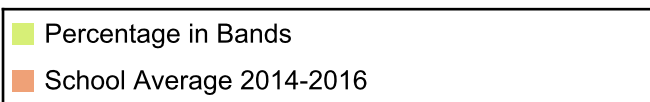
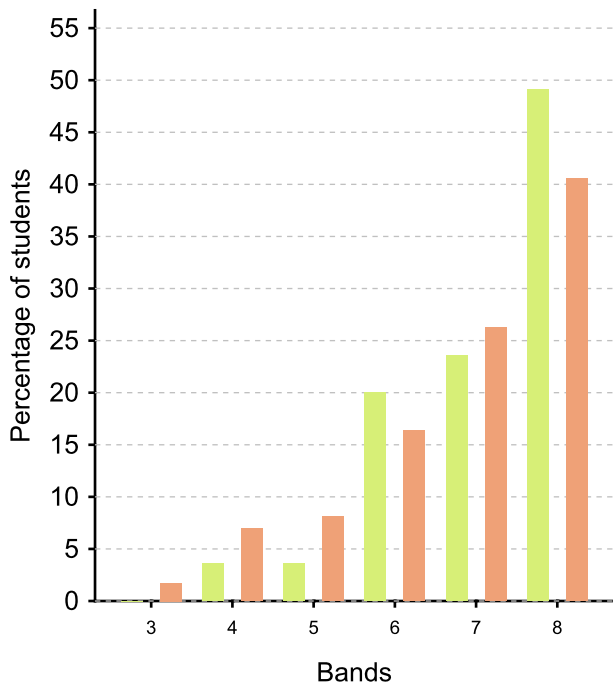
**Percentage in bands:**  
Year 3 Writing



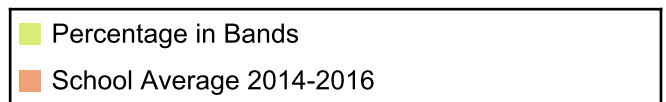
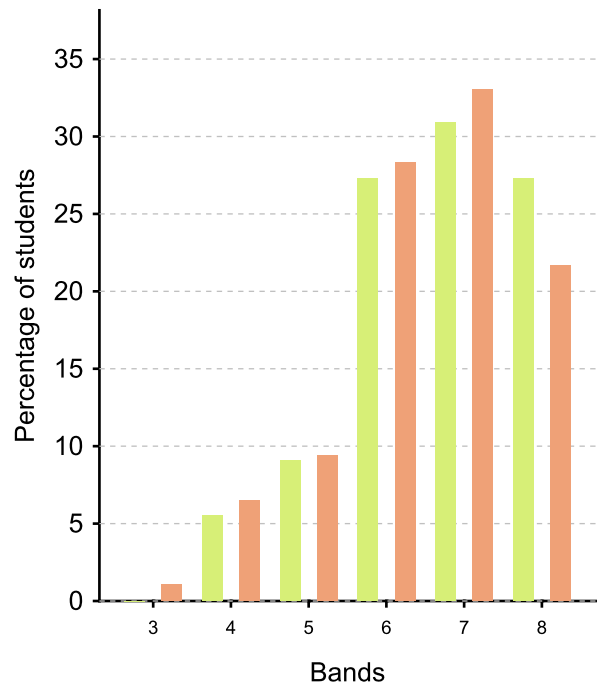
**Percentage in bands:**  
Year 5 Reading



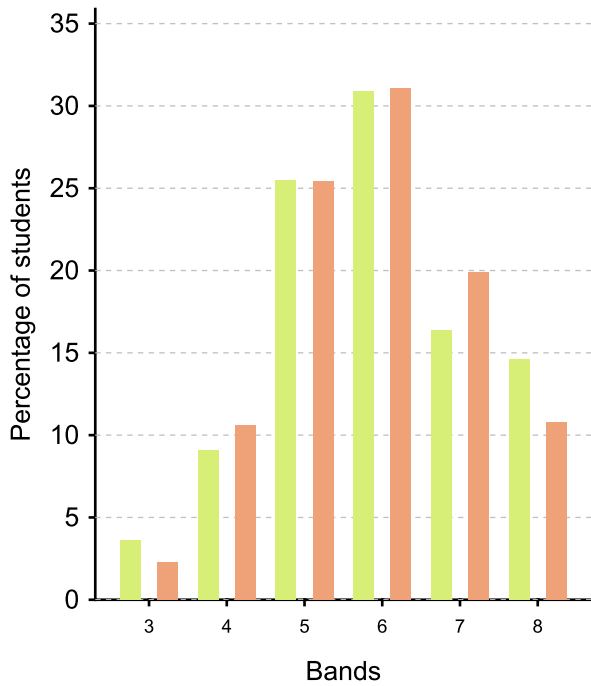
**Percentage in bands:**  
Year 5 Grammar & Punctuation



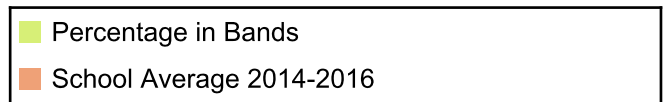
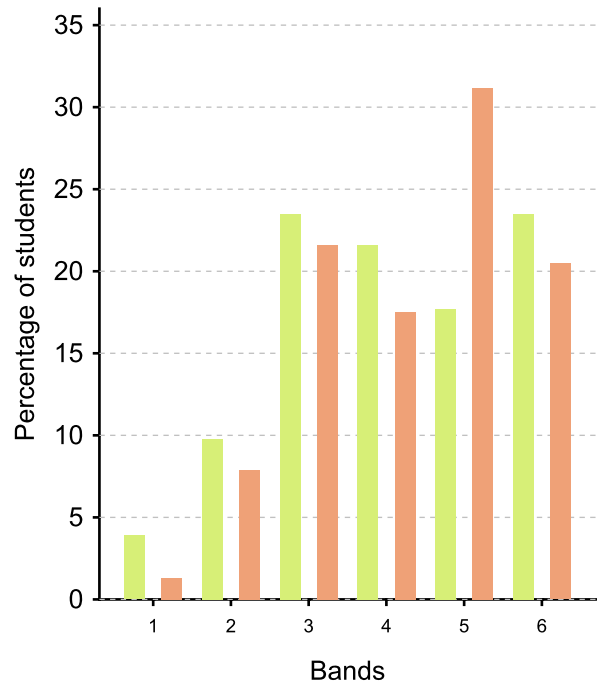
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing

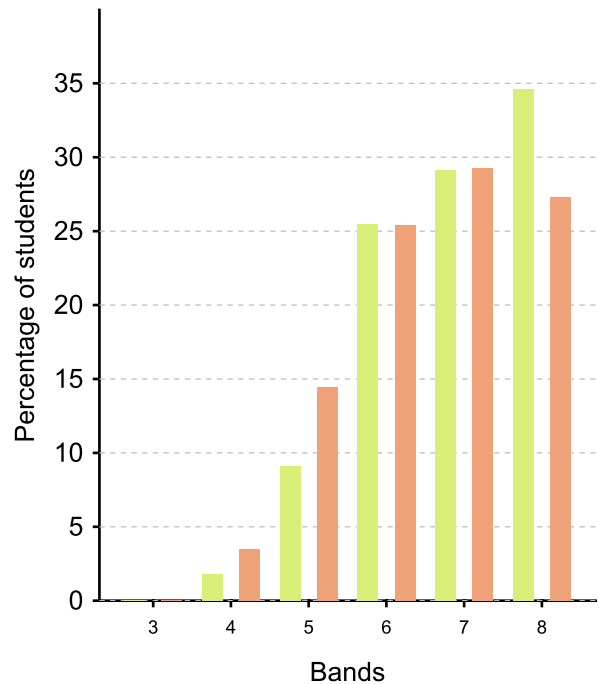


**Percentage in bands:**  
Year 3 Numeracy



In Year 3 Numeracy school results indicated that 41% of students gained in the top 2 bands compared to state 38.7%. In Year 5 (school matched students) 39.3% gained the top 2 bands compared to state, 30.5. Results in numeracy did indicate that the school results was slightly lower than the previous year in both Year 3 and Year 5. As a result the school has a focus on mathematics in 2017 to ensure all aspects of numeracy including the teaching and monitoring of student progress is considered in planning and implementation..

**Percentage in bands:**  
Year 5 Numeracy



This year our School Management Plan has also focused on ensuring we continue to move students in the middle ability level to the higher levels of achievement. The school has identified students within this group and has a process to monitor progress at a school and stage level. The school is continuing to

focus on developing Critical Thinking strategies that students can apply, along with goal setting into their learning. Results indicated that Glenbrook achieved above state average with students gaining the top 2 bands in Reading and Writing. In Year 3 Numeracy NAPLAN school results indicated that 41% of students gained in the top 2 bands compared to state 38.7%. In Year 5 (school matched students) 39.3% gained the top 2 bands compared to state, 30.5.



## Parent/caregiver, student, teacher satisfaction

All groups within the school community had the opportunity to participate in various surveys during the year. All groups acknowledge the benefits of the school's approach to various positive award systems operating in the school supporting the continuation of the current systems. This includes awards on a daily bases, at school assemblies and at the school presentation assemblies. The school was involved in Tell Them From Me surveys. Although the majority of students Years 4 to 6 participated, the parent sample size was insufficient to report. In summary the survey showed 92% of students participating in sports, compared to state 83%. 64% participated in extracurricular, compared state 55%. 89% had a high sense of belonging, state, 81%. 92% of students had positive relations, compared state 85%. 95% recognised the value of schooling compared to state 96%. 59% had positive homework values compared to state 63%, with 97% showing positive behaviour at school, compared to 83% state. 93% of students try hard to succeed, compared to state, 88%. At Glenbrook 74% of students showed that they were interested and motivated in their learning, compared to state, 78%. Information from surveys conducted in 2016 will assist the school in determining areas in which to focus in 2017.

## Policy requirements

### Aboriginal education

Aboriginal Education has been related into curriculum areas students focused on during the year. In early school years students focused on Dreamtime through stories and art. Students in the primary examined the first contact that Aboriginal people had with the arrival of the First Fleet, the effects of colonisation and impact

of the goldfields on Aboriginal people and understanding the significance of land for Aboriginal people. Stage 3 students also examined Aboriginal LORE and related learning to how Australia is governed. The teaching of Aboriginal Education was supported this year by Aboriginal Elder Julie Jones who visited infants and primary classes during a term providing students with further knowledge of Aboriginal culture related to areas that students were learning.

### Multicultural and anti-racism education

At Glenbrook Multicultural Education has been included in the school's learning programs. During the year teachers implemented units of learning, depending the age level, that allowed a focus on multiculturalism, the benefits of being a multicultural community and tolerance and acceptance of different people. Some of the areas that students explored was acknowledging the various cultures students in the class have come from and examining how different cultures celebrate different beliefs. Stage 3 students also studied countries in Asia culminating with an Asian Expo where Stage 2 classes viewed and asked questions. During a morning session early Term 1, students in Stage 3 hosted a small group of students from China where they had the opportunity to explore each other's culture. This cultural exchange was very successful for our students and students visiting from China.

### Other school programs

#### Environmental Education School Initiative

Glenbrook Public has been involved closely with Blue Mountains City Council in a joint project to create a bio filtration system on school grounds. Stage 3 students were involved with the planning process and will be measuring water quality entering Glenbrook Creek through the school. This has led to students from Glenbrook using their knowledge when demonstrating to high school students how the filtration system works. Groups of Stage 3 students were also involved with sustainability activities at Glenbrook Lagoon and Penrith Lakes. All stages will be involved in planting native shrubs in 2017 during Greening Australia. Students from Glenbrook will be sharing their achievements with other schools and demonstrate the processes they developed and are now monitoring.

#### Student involvement in extra curriculum activities

Students from Glenbrook Public continue to have opportunities to succeed in many extra curriculum activities provided through the school. The school ensemble group continues to grow with the music program now extended to guitar, ukulele, keyboard and African drumming. Students had the opportunity to perform at the Glenbrook Evening of Group Performance. Many students have been involved in boys and girls dance groups during the year performing at the Joan Sutherland Centre. In the area of sport, students participated in state knockouts, Winmalee Cup and local school carnivals.