

Glenorie Public School

Annual Report



2016



2012

Introduction

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

Lyn Pearce

Principal

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Glenorie Public School

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Message from the Principal

Our students continue to be highly engaged in learning experiences and extra-curricular activities and are achieving very pleasing results in a range of areas. Our sporting teams have enjoyed a successful year and Science and Creative Arts continue to be areas of strength in the school. In true Glenorie Public School style our dance troupes and choir were busy and performed beautifully at school, Sydney Town Hall and local businesses making everyone involved very proud. The school continues to have a supportive community. This year we have actively participated with local schools in the Galston Learning Community.

As well as this, the P&C have been involved in school decision making and have provided ongoing communication between the school and the community. This year the P&C also began school banking that now caters for over 200 children. They made a \$48 000 donation towards a number of resources that all students can enjoy. I am very grateful for their time and effort.

This year, a number of improvements have been made to the school including the installation of hard drives to our LCD boards, updating notebooks for students, Wi-Fi access in more classrooms, new furniture in classrooms, landscaping and more home readers for classrooms.

Last year was our first year with Resource Allocation Model (RAM) funding. These important funds were used to carry out a range of strategies designed to support learning and engagement. The strategies were reviewed and adjusted throughout the year to ensure they were catering effectively to the needs of staff and students. Staff members have been actively involved with the school plan 2015–2017 and have worked in teams to achieve milestones for school improvement. We have actively sought feedback from the staff, community and students to help us refine and improve what happens each day at school .

It continues to be a pleasure to lead such a wonderful group of people who are committed to providing high quality education for every child at the school and I look forward to continuing this important work in the year to come.

Lyn Pearce

Principal

Message from the school community

2016 was another rewarding year for the volunteers that work hard to bring to the students and the school amazing opportunities. I would like to thank each and every one of this dedicated team of volunteers that work quietly around the clock in the canteen, uniform shop, with fundraising events and within OOSH. Nothing is a big ask and their constant support allows the P & C to deliver wonderful services to the Glenorie Public School Community.

Thank you to the Parents and Caregivers of our school, plus the wider community for their support in our fundraising activities. Our major fundraising event in 2016 was our biannual Country Fair, a massive day to organise but an amazing result with \$42,000 being raised for our wonderful school. We would like to especially thank the local business in the area that supported our Business Sponsorship Program and having faith in our local school.

During 2016 the P & C implemented a cashless system called Flexischools to assist in the administrative burden and to bring the P & C into the 21st century by allowing busy parents and caregivers the ability to order online canteen orders, uniforms and fundraising items.

The funds raised during the year by the P & C have been invested in the school in a number of areas including home readers, new technology for students and staff, subscription for all children for Athletics, subsidies for the Gymnastic program, new bus shelter, Welcome Mosaic for school office, new garden and watering system at the entrance of the school, and many other projects. The balance of the funds continues to be invested by our Treasurer in high earning interest accounts to enable us to better support future projects and initiatives to help Mrs Pearce and her teaching staff make a great school even greater.

Our sincere gratitude is extended to Mrs Pearce and all the staff of Glenorie Public School for giving every student all the opportunities possible to shine and giving them the education they deserve.

Dennise Williams

P & C President 2016

School background

School vision statement

Glenorie Public School is a community comprehensive school whose focus is on each individual, acknowledging both rights and responsibilities. A strong community alliance underpins a curriculum that seeks to develop the potential of every student. Academic rigour is valued at all stages, and the classroom focus is on challenge, engagement and achievement. Learning is celebrated in all its forms. A huge range of extracurricular activities enhances the formal curriculum, and our students thrive within a vibrant program.

School context

Glenorie Public School is a friendly, caring, happy place to be. It is a very community-minded school where parents, students and staff work together to support each other as well as those in the wider Glenorie community. Our many and varied programs include an integrated approach to teaching and learning in all Key Learning Areas, with a strong emphasis on incorporating technology and the ideals of productive pedagogy as part of the curriculum. We fulfil individual potential through providing outstanding teaching, rich opportunities for learning with encouragement and support for each student. While the teaching of Literacy and Numeracy is a major focus of all our teaching programs, Glenorie Public School aims to meet the variety of individual learning needs of all our students. Support is provided for students with special needs as well as for students requiring enrichment in particular areas of skill and talent. Programs include the teaching of Italian, the provision of opportunities to participate in our School Band or in the Glenorie Choir, chess, dance, a PE program K–6, drama program, a buddy program and a Green Team program (Sustainability). Opportunities for the development of leadership skills and qualities abound. Social interaction and strong friendships are enhanced through child-centred assemblies, personal development programs and the availability of wide, open spaces where all children can play safely.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning Domain

The school promotes a culture of high expectations for student learning in a supportive and inclusive environment. Each student is encouraged to aspire and to achieve their personal best.

Support for teachers is evident through our structured professional learning program which is focused on effective delivery programs identified in the School Plan. Teachers work collaboratively in teams to develop, implement and evaluate teaching programs to ensure they meet students' needs. The focus is on one year of progress for one year of learning.

The school values ongoing professional development and targeted support for early career teachers. In 2016 each staff member had a Performance Development Plan, which linked to specific individual goals for improving their teaching practice.

To further build the learning partnership with parents, the school identified the importance of sharing the learning process with parents. In response, a highly successful parent workshop evening was held which focused on Mathematics.

Teaching Domain

The school's professional learning program delivered sessions to staff focused on Phase 2 of Focus on Reading program, effective development of students' numeracy skills, analysing writing data and assessment practices. Structured sessions involved staff working collaboratively to program units of work, moderate work samples and share innovative teaching practices.

Enhancing the opportunities for staff collaboration was a focus area. Teachers worked in stage teams and across stage groups to broaden their understanding on the English and mathematics curriculums and programming strategies to meet student needs.

Data skills and use has been an area that has significantly been used to guide support for student learning. The analysis of a broad data set has enabled evidence-based decisions to be made on allocating support for students along the learning continuum. The Learning Support Team is fundamental in this process.

The data clearly identified that the school needs to address the expected growth levels for students from Years 3 to 5 and Years 5 to 7. The school leadership team is aiming to build the collective capacity of staff to use data to identify students' achievement levels and progress and respond to this need.

Leading Domain

The school continues to build its community partnerships to strengthen and broaden the learning opportunities for students.

The school's planning process involved all stakeholders being involved in the development of the school's strategic plan.

Through the support of the Parents and Citizens Association (P&C), additional funds were provided to expand resources for school programs. An example was the provision of additional technology and reading resources.

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

Student success as learners, leaders, confident and creative individuals and productive citizens

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student in an environment which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

During 2016, a deeper understanding of differentiation has improved the quality of our teaching and learning programs. Students were actively involved and highly engaged in learning experiences which catered for their specific learning needs. All teachers were involved in setting personal learning goals. Teachers worked towards these goals through professional development opportunities, enabling them to refine their teaching practice. This has redirected our focus on to embedding learning intentions and success criteria.

Our continued school-wide focus on personalised learning and extending this culture school-wide has enabled us to achieve significant progress in this strategic direction ensuring all students' individual needs are addressed meaningfully and respectfully. There have been significant impact in student achievement and growth as a result of revised Learning and Support Processes. It has also resulted in more open and productive relationships between teachers and families as student needs are identified, addressed and supported through a collaborative partnership with a range of new documents to support this process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To ensure each student achieves one year of growth for each academic year of learning. Data source: ReadingComprehension Aspect from PLAN	Tracked data is compared and 80% of students K–2 have made grade appropriate or above grade achievements in PLAN clusters.	RAM Professional Learning. \$12466 Half day planning for Focus on Reading leaders – \$1680
Improvement Measures in Early Arithmetical Strategies across K–2 from 2014 to 2017	50% of Kindergarten students are at the figurative level or beyond this year. 70% of Year 1 students are at the counting on level or beyond in 2016. 45% of Year 2 students are at the facile level or beyond.	Casuals for Release of FoR leaders \$6720 Half day planning release for FoR leaders \$5040

Next Steps

In 2017 student outcomes will continue to be measured by:

Using data, the school has set targets for student achievement in standardised tests in 2017:

85% of ES1 students to reach exit reading benchmark;

60% of year 5 students to reach expected growth in NAPLAN writing;

40% of year 5 students to be in the top 2 bands in Reading;

Develop a standardised Math's test for each grade to include more graphic and pictorial content, as informed by the areas of weakness highlighted in the NAPLAN tests in Numeracy 2016;

Reading benchmark achieved for each grade e.g. all year 3 reading at F3 and above; and

Administer Standardised Reading PAT online Comprehension test for Year 1–6.

In 2017, the programs commenced in 2016 will be maintained and embedded in the school culture. To build on the success of this year, the executive team will:

Implement Professional learning in Grammar.

Improve Numeracy skills addressing practice and pedagogy. Implementing TOWN in Years 3–6.

Strategic Direction 2

Staff leading innovative practices through a culture of planning and collaboration, dynamic educational leadership, learning engagement and professional accomplishment.

Purpose

To develop as an educational community by leading and inspiring a culture of collaboration, responsibility for ongoing professional development, engagement of stronger relationships within and beyond the school, empowered leadership and innovative organisation practices.

Overall summary of progress

The Professional Practice Team provided Focus on Reading – Phase 2 (FoR) lesson demonstrations and observations to enhance teachers' understanding of FoR in vocabulary. Through workshops, the team demonstrated how PLAN data can be accessed and used for effective programming and reporting. The workshops were conducted weekly over the year with all teachers completing the Phase 2 component of FoR. In addition, Educator Impact™ was employed for all teachers to complete lesson observation on colleagues and 360° evaluations of every teacher. Teachers were able to self-evaluate their performance and develop their 2017 Performance Development goals from their findings. We all agreed on one professional teaching standard to be a common thread for 2017 based on formative assessment practices in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance Development Framework (PDF) is implemented and provides clear links to SD.1, SD.2 and SD.3 with teacher negotiated goals as well as linking to Professional Leadership People and process goals. All PDP completed Week 5 Term 1.	Performance evidence was collected with significant improved teacher performance and understanding of the standards. 100% of staff completed Professional Learning Plan in 2016 with three goals matched to Professional standards. Weekly Professional Learning Meetings implemented for beginner teachers to meet standards.	RAM Beginner teacher funding – \$4081 \$1000 each term for Mentor release.
100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.	Educator Impact was undertaken in Term4 with each teacher doing observations and 360° feedback, resulting in PDP's developed to match to the standards. Evidence collected – improved teacher performance to match standards. Increased teacher understanding of the standards. Teachers have met their PDP and reviews have been completed.	QTSS funds used to release executive 40 minutes per week to mentor teachers and make observations.
Engagement in Quality Teacher Rounds to increase teacher's critical evaluation about their own practice and that of others. Programs, student work samples and teacher observation with a focus on ensuring students are presented with challenging learning tasks at their level of learning to promote high engagement and academic standards. 360° feedback. Independent feedback given by	Three teachers started the Accreditation process. One teacher has completed her Accreditation and is now Proficient.	RAM Literacy and Numeracy funding \$7776

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Learning Scope.	Three teachers started the Accreditation process. One teacher has completed her Accreditation and is now Proficient.	
Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs. Clear, consistent scope and sequences in place and reflected in teaching programs and student work samples.	All Scope and Sequences are completed for all syllabuses in the NSW Australian Curriculum and evident in all teacher's programs. Teachers show learning intentions in lessons observations that match learning intentions in teacher's programs.	

Next Steps

In 2017 professional practice will continue with:

Educator Impact will be continued to be used to conduct self-Assessment, observer and student feedback. Teachers will also continue to use the feedback to assist them to develop their Performance Development plans for 2017. All staff will embed formative assessment in to professional goals.

Visible Learning and its elements of Success Criteria, Learning Intentions, Effect Size and the use of effective feedback will be a professional learning focus in 2017 to achieve this strategic direction, based on the research of Geoff Williams.

FoR Phase 2, Grammar and Numeracy TPL will continue in 2017 to improve teacher practice and pedagogy.

Lesson demonstration and Mentoring sessions for beginner teachers will be held regularly.

Development of assessment tools for use with PLAN numeracy and implementation of TOWN for stages 2 & 3 in 2017.

Strategic Direction 3

Enhancing community engagement and participation

Purpose

Developing community alliances and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens. To work together as a learning community to collaboratively give our students the knowledge, skills and experiences needed to strive towards their personal goals and lead successful lives.

Overall summary of progress

Parents attended workshops that targeted student learning. Mathematics session for parents were the focus in 2016. The school will endeavour to strengthen the events and workshops already on offer and fine tune some services to support the growing number of working parents.

2016 was to see Glenorie Public School establish and expand relationships with local businesses, sporting organisations, preschools and high school.

New relationships with Bendigo Bank has established support from the bank for technology projects as well as our choir visiting the bank this year to perform to the community. Rowland Village continues to welcome our community spirit with us visiting the centre twice a year to perform for the elderly. We have further strengthened the bond with Glenorie Preschool this year with regular meetings with the preschool. regular visits throughout the year from the preschool have been scheduled. we have also established a PreLit course for preschools attending Glenorie Public School in 2017. Conducted twice a week in Term 4, we will collect data on the implication this has on Best Strat results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Attendance of parents at information sessions and school functions has increased Increase parent participation in open classrooms and ongoing communication.. Evaluations from attendees at information sessions are positive. K-2 Executive to report back to staff in regards to communications with the new Preschool Committee. Increased support of local businesses.	Increase parent participation in open classrooms and ongoing communication. Parents assisting students in reading and writing at home to increase student success in these areas. TTFM parent surveys completed with positive responses to the culture of the school. The use of school facilities is optimised within the local community to best meet the needs of students and the local community. Community relations have increased enrolments.	Local Schools, local decisions funding. \$6380 – Community enhancement. Release of Learning Support Teacher to run PreLit sessions. Learning Support Teacher training in Peaceful Kids.

Next Steps

Parent engagement is harnessed through: updating communication channels (newsletter, school app, website), representation on committees, increased visibility of school leaders, and increased involvement of parents in parent workshops .

Increase information sessions over 2017, involving Preschool parents to develop better relations with Preschool. The preschool students will join in a number of activities throughout 2017.

Parents from both school and Preschool will be involved in Peaceful Kids program , Mathematics, Spelling/Reading, Grammar and changing reporting sessions.

A PreLit sessions will continue for 2017 for Kindergarten students from Glenorie Preschool two mornings a week. This will improve phonics/pre-reading skills and establish parent relationships before entering school.

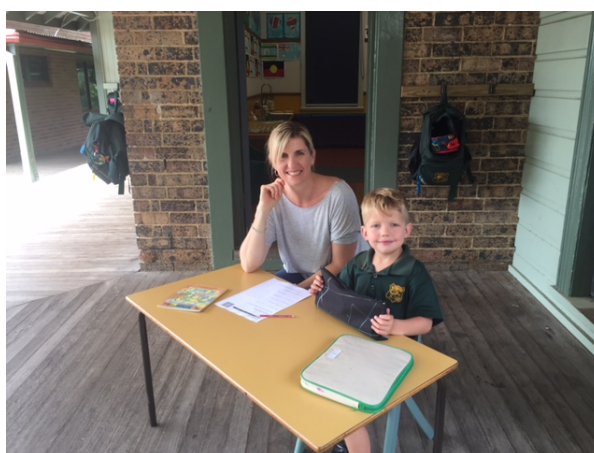
Collaborative feedback and reflection to promote and generate learning and innovation will be gained from participation in all the TTFM surveys in 2017.

New report format developed in consultation with community and DoE new mandatory reporting standards.

Streamlined, flexible processes put in place to deliver services and information and strengthen parental engagement.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Weekly withdrawal of students for MultiLit program. Tracking showed five levels of reading improvement across 2016. ELP developed for classroom implementation.	RAM Aboriginal Back ground funding supplied SLSO salaries \$1400.
English language proficiency	MultiLit program engaged in practising skills in this area under the guidance of experienced practitioners. They are involved in coaching and feedback to improve their skills and understandings.	RAM ELP \$9261 – Salaries for SLSO.
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 80% of students have increased their engagement in the classroom with 10% being referred for further support in 2017 in the MultiLit Program	
Quality Teaching, Successful Students (QTSS)	Two teachers complete process to proficient and provide evidence of professional development across all standards. Mentoring sessions are established with all teachers. Classroom observations have been conducted. GCOS meeting with Exec & Learning & engagement officer half day training on TAA.	\$4081 used as teacher release combined with QTSS funding.
Socio-economic background	Improved reading levels for all students. Yarc testing showed a 10% increase in all students on program.	\$5570 salaries for SLSO to implement program.
Support for beginning teachers	Induction Policy completed. Two Beginner Teachers' Accreditation completed. Create Accreditation Counts leadership network for GCoS Learning Community. 2016 PDG completed	\$4081



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	113	116	123	121
Girls	117	111	121	120

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	94.3	95.6	94
1	94.5	93.8	96.5	94.5
2	95.7	95.5	93.5	93.5
3	93.2	94.7	96.1	95.4
4	92.4	92.4	94.2	93.1
5	96	93.3	92.4	93.7
6	93.2	94.7	92.9	90.4
All Years	94.4	94.1	94.5	93.6
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.42
Other Positions	0.09

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Glenorie Public School is committed to providing Indigenous Australians with every opportunity to undertake employment opportunities as they arise. In 2016, we did not have any Indigenous Australians undertaking roles in the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Glenorie Public School has a strong culture of professional learning (TPL) amongst the staff which is evident in their effective teaching and work practices. The school hosted weekly TPL sessions led by either the principal, executive staff or teacher specialists. Teachers also engaged in professional dialogue at weekly team meetings. The development opportunities offered to staff directly supported and linked to our school targets or specifically focused on an individual area of need or interest. During 2016 the staff actively and enthusiastically engaged in a wide variety of courses, workshops and information sessions. All teachers did the School Communities Working Together and the Child Protection Awareness Training online course. The Principal and SASS staff

attended a number of Financial courses in SAP. All teachers completed a term long Grammar and writing course through Learning Scope and three Numeracy sessions with Anita Chin. The entire staff undertook New Focus on Reading Phase 2 as trainers and participants. All staff were updated in training related to CPR, anaphylaxis, asthma and Code of Conduct. A Teacher trained in Google Classroom and training the staff in its application in the classroom. The entire staff participated, through Educator Impact, goal setting and 360° feedback to enhance PDP setting.

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.

Income	\$
Balance brought forward	77 472.00
Global funds	97 475.00
Tied funds	51 776.00
School & community sources	55 029.00
Interest	1 297.00
Trust receipts	0.00
Canteen	0.00
Total income	283 049.00
Expenditure	
Teaching & learning	
Key learning areas	22 459.00
Excursions	1 894.00
Extracurricular dissections	12 303.00
Library	2 875.00
Training & development	3 972.00
Tied funds	51 269.00
Short term relief	13 680.00
Administration & office	13 552.00
School-operated canteen	0.00
Utilities	25 258.00
Maintenance	9 673.00
Trust accounts	408.00
Capital programs	0.00
Total expenditure	157 343.00
Balance carried forward	125 706.00

	2016 Actual (\$)
Opening Balance	0.00
Revenue	381 173.70
(2a) Appropriation	300 639.36
(2b) Sale of Goods and Services	413.65
(2c) Grants and Contributions	79 244.23
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	876.46
Expenses	-214 328.13
Recurrent Expenses	-214 328.13
(3a) Employee Related	-72 374.03
(3b) Operating Expenses	-141 954.10
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	166 845.57
Balance Carried Forward	166 845.57

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.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 722 995.14
Base Per Capita	13 172.66
Base Location	4 723.10
Other Base	1 705 099.38
Equity Total	97 863.20
Equity Aboriginal	1 066.28
Equity Socio economic	11 140.13
Equity Language	9 261.26
Equity Disability	76 395.53
Targeted Total	28 440.00
Other Total	71 635.41
Grand Total	1 920 933.74

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.

In 2016, 34 students in Year 3 sat the NAPLAN test in Literacy. All English Second Language (ESL) students and students involved in Learning and Support programs were involved.

Analysis of the data shows:

In reading, 50% of our students scored in the top two bands, compared to 52% state-wide.

In writing, 65% of our students scored in the top two bands, compared to 54% state-wide. This was a 7% increase from 2015.

In Grammar and Punctuation 50% of our students performed in the top two bands.

In 2016, 35 students in Year 5 sat the NAPLAN test in reading. All ESL and students involved in Integration programs were involved.

Analysis of the data shows:

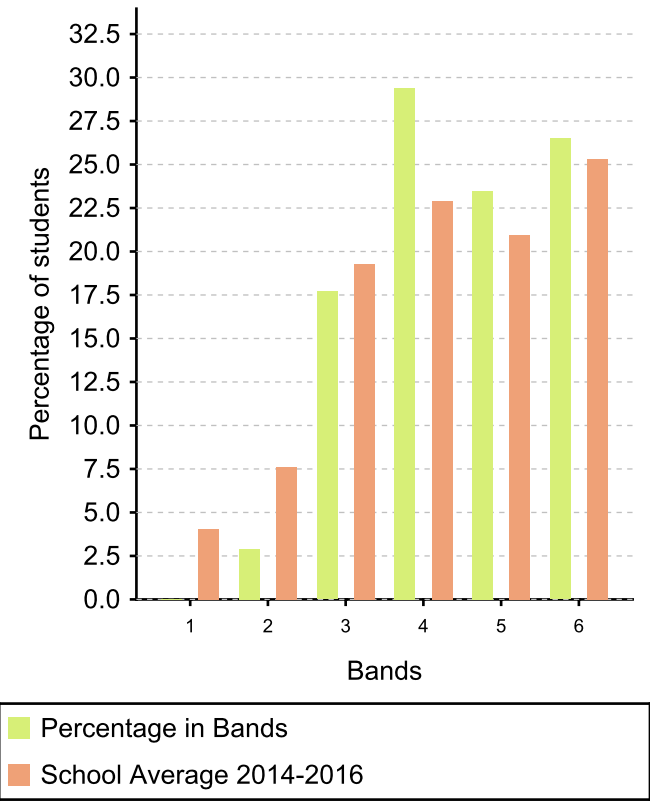
In reading, 31% of our students scored in the top two bands compared to the state at 39%.

80.6% of our students gained greater to or equal to expected growth in Spelling.

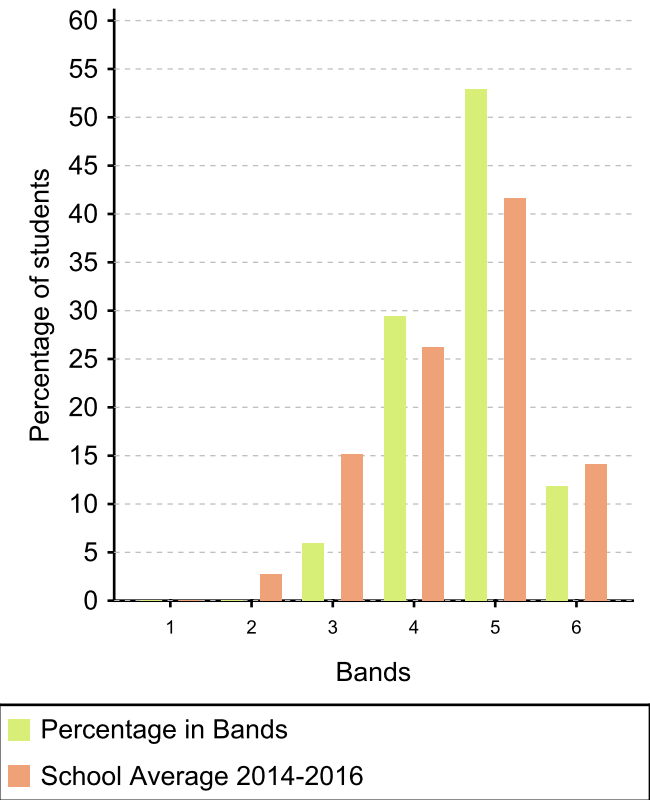
23% of our students were in the top two bands for Writing compared to the state at 19%.

70% of our students had a greater than or equal to expected growth in Numeracy.

Percentage in bands:
Year 3 Reading

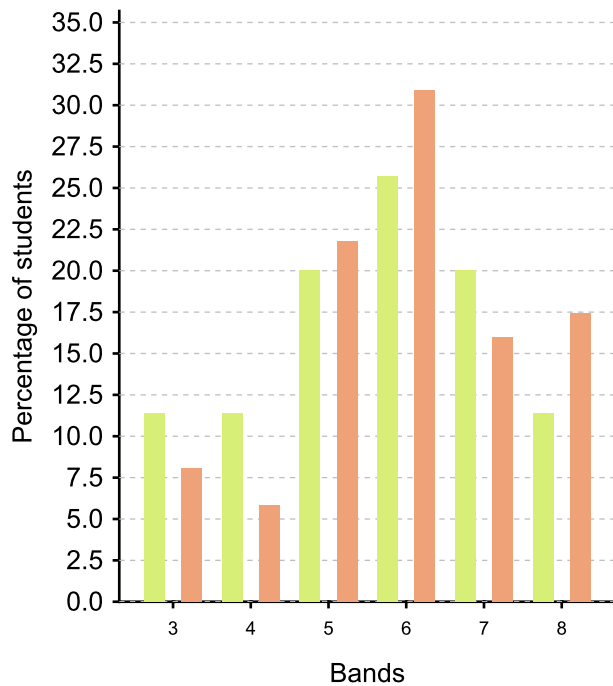


Percentage in bands:
Year 3 Writing



Percentage in bands:

Year 5 Reading



Percentage in Bands
School Average 2014-2016

97% of Year 3 students are achieving at or above minimum standards.

In 2016, 35 students in Year 5 sat the NAPLAN test in Numeracy. All ESL and students involved in Integration programs were involved.

Analysis of the data shows:

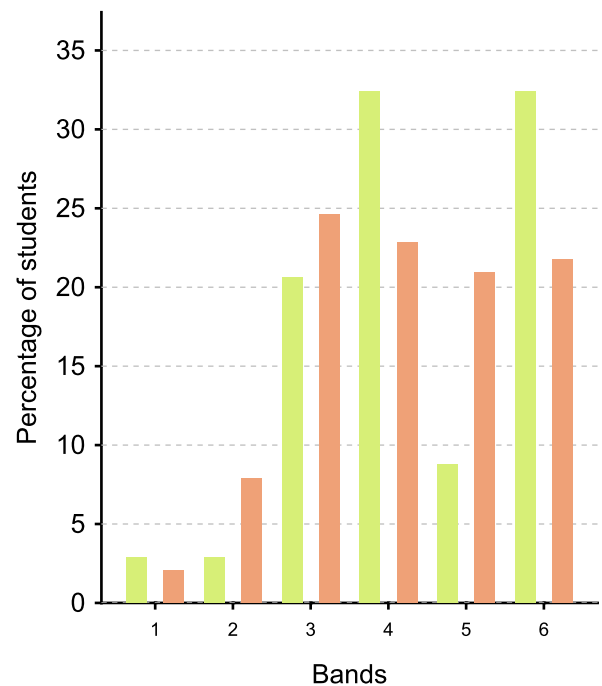
In Numeracy, 21% of our students scored in the top two bands.

100% of Year 5 students are achieving at or above minimum standards.

70% had a greater to or equal to expected growth for Numeracy.

Percentage in bands:

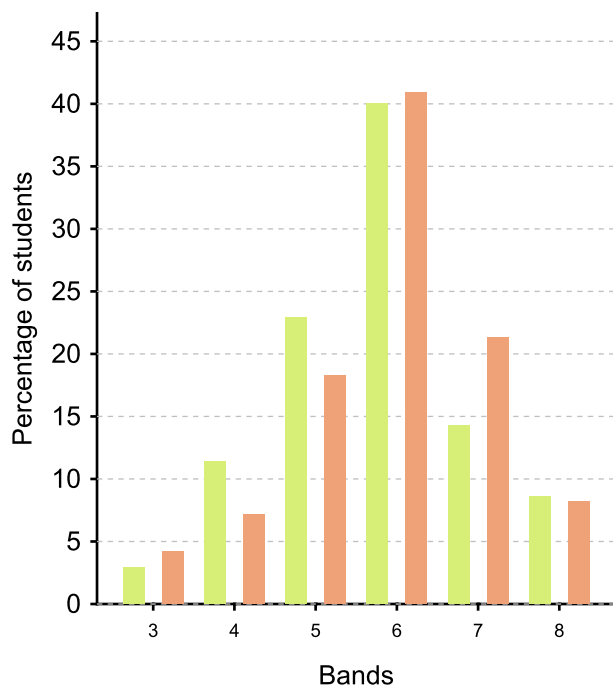
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:

Year 5 Spelling



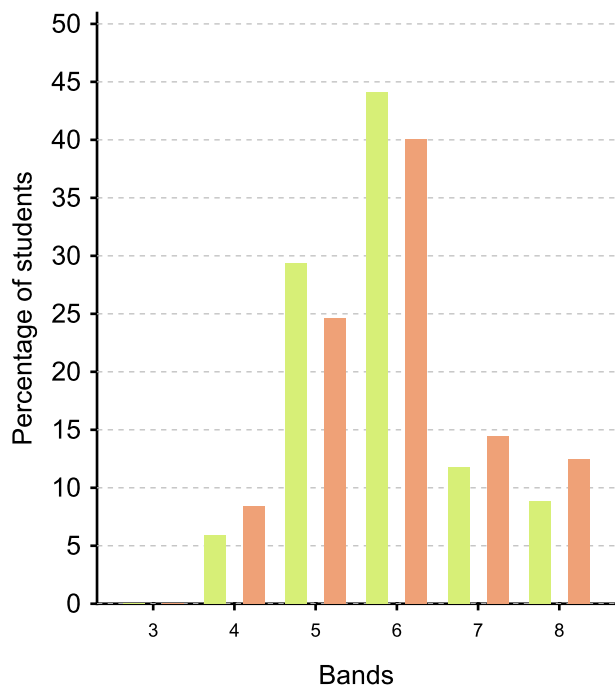
Percentage in Bands
School Average 2014-2016

In 2016, 34 students in Year 3 sat the NAPLAN test in Numeracy. All ESL and students involved in Integration programs were involved.

Analysis of the data shows:

In Numeracy, 41% of our students scored in the top two bands, which above the state level of 39%.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

This year Glenorie Public School participated in the Tell Them From Me student, parent & teacher feedback surveys. The surveys aim to help improve student learning outcomes and measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices. The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes eight separate measures, which were scored on a ten-point scale (10 = strongly agree, 0 = neutral, 0 = strongly disagree). The survey showed the perspective of parent: Parents feel welcome 8.5; Parents are informed 7.9; Glenorie PS is an inclusive school 8.0; Glenorie is a safe school 8.4; Parents support learning at home 6.0; School supports learning 8.2; School supports positive behaviour 8.4. The teacher surveys show eight drivers of student learning. Leadership 7.9; Learning Culture 7.6; Data informs practice 7.3; Teaching Strategies 7.9;

Technology 7.0; Inclusive school 8.0; Parent Involvement 7.5; Collaboration 7.7.

Students:

The vast majority of students really liked attending school each day.

The vast majority of students believed school was a place where they felt accepted.

93% of students believed they were a success as a student.

90% of students believed school was good preparation for their future.

All surveyed students believed their teacher really listened to them.

Policy requirements

Aboriginal education

Glenorie Public School has maintained a strong connection with the Metropolitan North Aboriginal Education Consultancy Group (AECG), this year. This has been a valuable source of resources to assist teachers to develop programs that embed the inclusion of Aboriginal perspectives and content across subjects and KLAS. In addition, it has enabled the school to maintain awareness of contemporary issues that affect the outcomes of Indigenous students. With an increase in Indigenous students this year, Glenorie Public School has continued to update individual Pathways to Learning which recognises and acknowledges the particular needs of these students. Glenorie Public School has demonstrated continued focus on supporting the progress of these students and placing them in the best position to achieve and develop confident leadership skills. In terms of curriculum content, Early Stage 1 and Stage 1 have looked at traditional indigenous life through the concepts of family and community structure as well as traditional indigenous education of children through art and storytelling which carry moral or social meaning. Along with the implementation of Aboriginal history content sourced from the new Australian History and Geography Syllabi for NSW Schools, Stages Two and Three have used targeted resources and professional reading to promote quality teaching and the inclusion of Aboriginal perspectives with particular focus on First Contact and Dharrug culture. Stage 3 students participated in investigating colonial life, with particular focus of the gold era in Australia, to determine the perspectives of different inhabitants, social groups, and the impact gold discovery had on the Aboriginal and Torres Strait Islander peoples of that time. The implementation on the new Australian Science Syllabus for NSW Schools has further enriched student understanding of the level of sophistication Indigenous culture maintains on the science field. Students gained an appreciation of how Indigenous people physically and chemically changed natural resources in their environments to serve specific cultural purposes related to health, nutrition, tradition and art. In addition students

were exposed to Dreaming and creation stories that explained animal adaptations and how Indigenous astrologers interpreted celestial changes and used this knowledge to ensure food supply for traditional communities. Glenorie Public School has celebrated and acknowledged the significance of Harmony Day, NAIDOC Day and Reconciliation Week and students have gained an awareness of the historical events associated with these significant days. The outcomes of these programs, school wide, were designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Multicultural and anti-racism education

Glenorie Public School promotes multicultural education through a range of initiatives. Teachers recognise and respond to the cultural needs of the school community. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted. One staff member was trained this year as the Anti-Racism Contact Officer (ARCO). The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs. The ARCO Anti-Racism Officer (ARCO) presented staff the skills to build understanding of cultural diversity in the school community.

Other school programs

Drama / Performance Evening

Ever growing in popularity, is our well attended weekly drama program for years 3 – 6. The extra curricula drama program at Glenorie Public School allows students to explore individual expression using pitch, projection, cadence and performance. Teachers, parents and students are enthusiastic regarding their experiences and many report a growth in confidence, self worth and positivity. In addition, our drama program encourages problem solving and teamwork. Lunchtime drama aims to foster self-directed learning, respect for others and allows students the opportunity to perform in a high quality production at our annual 'Performance Evening'. The 2016 'Performance Evening' was a fairy tale pantomime (of sorts) titled 'Jack and the Amazing Technicoloured Beanstalk' and involved a cast and crew of over 75 students. The evening was an exciting culmination of a year of creative programs presented as a diverse integrated showcase of drama, dance, band and choir. As always, the evening involved significant commitment and collaboration of numerous students, parents and staff. Glenorie Public School 'Performance Evening' continues to be an outstanding display of diversity in creative arts. In addition to performance opportunities, students were able to contribute to the event as sound and technical crew, enhancing their experience in the area of stage and production management. This highly anticipated and valued

evening has become well known in the Glenorie community as an inspiring opportunity for students to share with family and the extended Glenorie community, their various creative talents. This reflects our schools ongoing commitment to provide a balanced, rich and encouraging learning environment where students feel free to learn and express individuality through a variety of creative arts mediums.

Dance

This year the Glenorie Public School Dance Groups have enjoyed many performance opportunities. This year the dance consisted of a Junior Dance Group (years 2,3,4) with both boys and girls involved and a Senior Dance Group (years 4,5,6). Both ensembles accommodated a range of abilities and styles and enjoyed showcasing their talents on stage for large audiences. Both dances were choreographed to coincide with the performance evening and the theme of Jack and the Beanstalk. The ensemble enjoyed performing at the Performance Evening and received high praise for their efforts from staff, peers, family members and friends. The dancers executed the moves with skill and showed great dedication throughout the year. The group performed outside the school at the Glenorie Country Fair and at the Kindergarten Orientation.

Sport

What a fantastic year Glenorie Public School has had across every sporting event. We have continued to expand and execute our dominance in the sporting arena. In 2016, Glenorie Public School attended all zone sporting carnivals. All students who represent our school at sporting events do so with great pride and always display great sportsmanship and commitment to the areas they are participating in. The Swimming Carnival was again a huge success this year with 100% involvement from all children. The Glenorie Public School team that went on to the Sydney Aquatic Centre for the Zone Carnival were outstanding and achieved great results. Congratulations to Tane Bidois and Jordan Harkins who attended both the Sydney North Carnival and the NSW state carnival. Tane was successful in making it through to Nationals where he achieved great results including 1st in the 50m freestyle, 1st in the 50m backstroke and 1st in the 100m backstroke. Tane has yet again obtained a Beecroft Zone PSSA Award for gaining the highest accolade for his sport. He was also awarded the Outstanding Sportsman of the year in the entire Beecroft zone, which is comprised of over a thousand students. Our Cross Country Carnival was another successful sporting event, where all children challenged themselves not only physically but mentally. We had a very successful showing at the Zone Carnival as all participants showed great sportsmanship on the day. Ben Stringer came 2nd and Chloe McLachlan came 1st in The Sydney North Cross Country Carnival which earned them both a spot in the state team. Congratulations to all the students who represented our school in both the track and field events at the Zone Athletics Carnival. Our school was constantly drawing the attention of officials on the day; surprised at our level of skill for such a small school. Congratulations to

the students who went on to represent our school at the Sydney North Carnival. You make us all very proud. This year Glenorie Public School coordinated the Beecroft Zone Cluster 3 weekly competition in term three. Glenorie had four netball teams and four League Tag teams with over 60 students attending. The children participated in friendly competition games against, Galston, Hillside, Arcadia and Middle Dural Public schools each Friday morning. Those students who didn't participate in the PSSA events developed their tennis skills under the proficient coaching of Glenn Gittens and his coaches (GG's Tennis). Our Junior and Senior students had the opportunity to participate in League Tag Gala Days competing against other schools in the Northern Sydney Region. Our Junior Boys, Senior Girls and Senior Boys represented Glenorie at the finals day at Foxglove Oval, Mount Colah. Our Junior boys were grand finalist and gave a thrilling performance. The children were once again outstanding representatives for our school displaying an exceptional level of sportsmanship. Glenorie Public School continued to use the expertise of FitFutures who delivered an enjoyable gymnastics program to all students from K-6. Students rotated through a number of different gymnastics disciplines and used a range of different equipment. The students actively revised the basic fundamental movement skills required within the PD/H/PE curriculum whilst learning about the physical demands of the sport of Gymnastics. In Equestrian events, Brianna Devaney, Ella Stringer and Maddison Edmondson were terrific representing Glenorie in the inter-school competition. Eric hope was also successful, receiving the champion award in the novice division at Dural Pony Club.

Environmental Education and Sustainability

Streamwatch forms an integral part of our environmental Program at Glenorie Public School. The students involved are continually learning about the tests carried out and why they are carried out. Both Mrs Derriman and Mrs Schwartz have attended conferences to ensure that our testing procedures are skilful and accurate. Dedicated students from Year 1 to Year 6, with support from Sydney Museum, have regularly carried out tests for temperature, pH, turbidity, phosphates and faecal coliform at several local sites. Testing for dissolved oxygen has also continued this year with older students training younger students. This year data collection was modernised with the use of a computer generated spreadsheet. These pages were made into a waterproof booklet, allowing easier data collection and collating of results. This year the 'Bug Counts' excursion was carried out in 2 stages; a Junior (Years 1-3) and Senior (Years 4-6) excursion. These were held at Chiver's Dam and other various sites and the separation of grades enabled more detailed, differentiated and relevant observations of the waterways. Thank you to Mrs Gaynor Derriman and Mrs Pat Schwartz for their ongoing commitment and support in running this program. Science units at school are integrated with activities that are carried out in the farm, including location of plants, organic fertilising and organic pest control. All teachers have access to the Environmental Centre to access a variety of interesting things to examine with the naked eye or under microscopes. Glenorie Public school is also committed

to managing our resources in the best ways possible. The 2016 Green Team members, who are class elected representatives, have continued to be responsible for bringing to the student's attention the ways in which we can best utilise and conserve our resources. A weekly roster gives each class the responsibility of the chicken coup and feed and watering duties. Eggs are collected and sent to the office for use by the canteen or purchase by community members. This year we were lucky enough to enjoy the 'Living Eggs' program. Students were able to view close up with aid of an incubator, the entire hatching process of a chick. These much loved chicks were then farmed out to new and foster parents, with 3 to return in early 2017 to join our mature hens. With the support of 'Phillips Feed' our chickens are supplied with pellets and grits to ensure happy, healthy birds. In term 3 'Environmentors' an incursion based program visited our school to talk to Years 3-6. The program gave students the opportunity to learn about sustainable practices that are beneficial to our environment. This year the focus was on 'In The Bin', and examined the environmental implications of littering, sorting of waste and correct disposal. Many of the practices discussed were already in place within our classes such as the recycle bin which is collected by Year 6 students and disposed of appropriately. Term plantings of seasonal vegetables in class garden beds resulted in some delicious classroom cooking including bruschetta and beetroot, pumpkin and potato roasting. A highlight was the much loved tasty hamburgers, with just picked lettuce, tomatoes and farm fresh eggs. Children also happily munched on celery, beans, strawberries and tomatoes during 'crunch n sip' sessions. Other produce such as sweet potatoes, shallots, leeks, corn, broccoli and cauliflowers were sent home with the children. Our herb garden was also well utilised in many school functions this year providing mint, parsley, coriander and basil.

Debating

Glenorie has continued its participation in the Premier's debating challenge in 2016, competing against other schools in the area. The Glenorie Greens and Glenorie Golds each had a round robin of 4 debates throughout Term 2 and 3. Each team has had only one hour to prepare their arguments before the debate, learning of their topic moments before preparation. The students have had to apply a myriad of skills, such as thinking quickly on their feet, making decisions on the go and employing resilience when faced with challenging topics. Glenorie Greens secured two wins early in the competition, needing one win out of the remaining two to have a chance at regionals. Sadly, after a neck and neck debate the result did not go their way. Both teams have been training throughout the year, looking forward to tackle the 2017 competition with fervour and determination.

Learning Support Team

The Learning Support Team (LST) continues to support the school's achievements by providing educational programs for students with disabilities, additional learning needs or gifted and talented needs. The LST consists of the Principal, two Assistant Principals,

Learning Assistance Support Teacher and the School Counsellor. The LAST works consistently with classroom teachers to ensure that the learning program is tailored to the needs and aims for optimum achievement for the students. MultiLit and MiniLit continue to be implemented to ensure all students achieve minimum standards in reading across all grades. MultiLit and MiniLit are a research-based initiatives of Macquarie University, which aims to address the needs of students with reading difficulties and similar problems.

Student Wellbeing

Glenorie Public School is committed to creating quality learning opportunities for all our students. Our 'Wellbeing' committee considers all aspects of wellbeing in the following domains: physical, social, emotional and spiritual development allowing students to connect, succeed and thrive. The recently developed 'Wellbeing Framework' is used at Glenorie Public School in order to support students (K– 6) at each stage of their development through the implementation of quality teaching, learning and engagement. Our 'Wellbeing' committee meets regularly in order to collaboratively plan and make decisions to meet the needs of our students. The committee works alongside and in conjunction with the school executive and learning support teams. Initiatives are shared with the P & C as parent input is welcomed and valued. In keeping with the 'Wellbeing Framework' guidelines, we aim to create opportunities for our students to connect to their learning as well as building positive and respectful relationships. In this way, students experience a sense of belonging to their school and community. In 2016, the 'Wellbeing Committee' reviewed and renewed our schools Anti-bullying policy, including our Digital Media policy. Our SRC remained an excellent medium for engaging student voice and our 2016 'iHelp' along with our well established 'Kindy Buddy' program allowed our senior students to continue to develop leadership skills in mentoring younger students. In 2017, we look forward to the revision of many 'Wellbeing' policies. We are eager about implementing a new 'Wellbeing' initiative based on reducing anxiety. The 'Peaceful Kids' program aims to develop mindfulness and positive psychology skills designed to lessen anxiety and increase resilience, better equipping children to manage the daily stresses life often brings and in keeping with our commitment to assist our children to connect, thrive and succeed.

Pre – Literacy Numeracy Program 2017 – A community initiative

This year we were enthused to trial our new community program specifically designed for Pre-schoolers who are attending Kindergarten at Glenorie Public School in 2017. This innovative program served to strengthen the already positive relationship with Glenorie Pre- School as our Learning Support staff worked collaboratively with Pre-School staff to ensure the effective delivery of sessions. Twenty six children attended hour long weekly sessions over a period of 8 weeks in Term Four. Each of our three groups enjoyed a range of literacy and numeracy based activities including: phonemic awareness, listening to the rhyme and cadence of

words and sentences, breaking words into syllables, one to one counting to 20, mathematical language including 'more' 'less' 'same as' 'how many more?' 'most' 'least' and a range of other early reading skills. Children worked on consolidating a number of single sounds, including the sounds for: s, m, a, t, i, o, g, d, f and r. Many songs were energetically sung and engaging stories read by a range of pre-school aged children who either attended directly from Glenorie Preschool or brought to school by their parents. We were so enthused and impressed by the overwhelming positive response to these sessions from parents, pre-school teachers and the children themselves. The program was facilitated by Mrs Harmon, Mrs Cook and the Glenorie Preschool Director, Belinda Aeberhard and her team of enthusiastic pre-school teachers. We are looking forward to evaluating the program using a range of qualitative and quantitative data and anticipate the continuance of this program during 2017.