

Glenorie Public School

Annual Report



2017



2012

Introduction

The Annual Report for **2017** 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

School contact details

Glenorie Public School

Old Northern Rd

Glenorie, 2157

www.glenorie-p.schools.nsw.edu.au

glenorie-p.School@det.nsw.edu.au

9652 1237

Message from the Principal

Glenorie Public School continues to provide excellence in a caring and enriching environment. I would like to thank the exceptional students, teachers and parents that make up the Glenorie Public School Community.

Our students experience such a diverse cross section of programs including the Dance program, Arts North Choral Festivals, Community Languages – Italian, Chess, Gymnastics, Drama, STEM, Premier's Reading, Debating, Multicultural Public Speaking competitions, the Band camp and the large number of events for students to excel in sports at local, regional, State and National levels. The Performing Arts Evening was a highlight with many students participating on stage, making for a memorable event.

The staff worked tirelessly this year on Quality Teaching and introduced Visible Learning/ Formative Assessment for students. They continued to focus on Literacy and Numeracy as well as formative assessment. The students directly benefited from the increase of knowledge, teaching skills and innovative program approaches. The evidence of success was clear in our NAPLAN and PLAN data.

I am very proud of the achievements of Glenorie Public School in 2017. It has been a pleasure to work with staff, students and community members and I look forward to continuing to foster positive relationships and further developing the learning opportunities for all students into 2018.

Lyn Pearce

Principal

Message from the school community

2017 was another rewarding year for the volunteers that work hard to bring to the students and the school wonderful 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 ever too much to ask and their constant support allows the P & C to deliver continual services to the Glenorie Public School community, especially in the Canteen and Uniform Shop. A special thank you goes to the handful of regular helpers always available to help without having to be asked and to the new parents of the school that have joined the team and offered a lot of support during the year.

This year the P & C Committee introduced some new fundraising ideas, including an adult's only comedy and wood fire pizza night, which was a great success and lots of fun. We held our first ever GPS Warrior Colour Fun Run for the students of the school. The students thoroughly enjoyed the day and it was a successful fundraising event that saw once again the Glenorie Community come together to support our school in terms of sponsorship for the students to complete the event, donations of supplies for the day and cash sponsorships by local business in the area that continue to support our school.

The funds raised during the year by the P & C have been invested in the school in a number of areas. These include purchasing a number of Lego Robotic kits, air conditioning in the library and classrooms, new technology and resources for students and staff, subscriptions for all children for Athletics and Reading Eggs this year, subsidies for the gymnastic program, a new pie oven in the canteen and many other projects.

Our biggest financial commitment was achieved by refurbishing a school building to ensure our OOSH has a long-term existence at Glenorie Public School. Amazingly, our OOSH service helps over 100 families with regular or occasional before and after school care 5 days a week. During school holidays, it helps families with school age children attending our school and in the wider community by offering an holiday care program to ensure kids at OOSH have a fun packed holiday too, even when parents and caregivers have to go to work. I would like to thank our dedicated team of staff that always does their best to ensure the children attending OOSH have a safe and fun environment, while parents and caregivers have to work.

Our school is sincerely lucky to have the dedication of a hardworking Principal, Mrs. Lyn Pearce. She always has the students best interest close to her heart while making decisions for our school. Working along side our Principal is a team of dedicated staff, from classroom, library and Italian teachers, learning support staff and administrative staff. They all work collectively to ensure that every student attending the school has all the opportunities possible to shine and do well in their early foundations of their education.

Dennise Williams

P & C President 2017

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 rigor 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 extra-curricular 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 additional learning 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) and STEM. Opportunities for the development of leadership skills and qualities abound. Social interaction and strong friendships are enhanced through child-centred assemblies, well-being 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 teacher professional learning is differentiated to ensure deep sustained learning. All professional learning is focused on Visible Learning/Formative assessment as a result teachers have changed practice. This change has gained momentum and is sustained. Teachers are focused on valued student outcomes, worthwhile content, integrated knowledge and skills, and assessment for professional inquiry. Staff have multiple opportunities to learn, apply and opportunity to process new learning with colleagues. Students are using formative assessment in their classroom to articulate learning goals and move learning forward. Teachers are using formative assessment strategies such as: wait time, no hands up, learning intentions, success criteria, strategic questioning and effective feedback to elicit evidence of student learning.

Glenorie has a strong Learning and Support Team who support all students' social, emotional and educational needs. The Resource Allocation Model (RAM) is used to provide School Learning Support Officer (SLSO) time to set students up for success. The funding is used to employ three teachers two days per week to run the Multilit/MiniLit program. SLSOs are also employed to implement this program. Currently 75 students are accessing this program.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Students care for self and contribute to the wellbeing of others and the wider community. Key projects undertaken during 2017 were the Peaceful Kids Program and 'Rude, Mean or Bullying'.

There are a variety of extra-curricula choices at Glenorie such as: Green Team, debating, public speaking, drama, band, choir, dance group, sport and STEM clubs held at lunchtime.

In the assessment and reporting domain, staff are further expanding the opportunities for students to use the report process to reflect on their own learning and identify specific areas for improvement. All classes are beginning to implement and use Data walls as a strategy for students to monitor and record their own learning. This approach is directly related to the learning continuums for literacy and numeracy.

The school's on-balance judgement for this element is: Sustaining and Growing

Teaching Domain

The school's professional learning program delivered sessions to staff focused on writing & grammar, TEN and TOWN, Wellbeing, the science curriculum and visual learning/formative 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. The weekly professional learning sessions had a greater emphasis on curriculum delivery and 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. Classroom-based, small group and individual withdrawal support has been provided to students requiring assistance in reading, writing and mathematics.

Early intervention strategies have been instrumental in Kindergarten and Year 1 in targeting those students requiring support to achieve the designated outcomes. As a result of the programs, the students have shown measurable improvements in reading levels, standardised tests and grade assessments. The Learning Support Team has been fundamental in the process of allocating support to students and effectively using resources.

Our teacher mentoring program has supported two early career teachers in the development of their teaching practice. Through one to one support, team teaching and lesson demonstrations, the teachers were mentored by an experienced colleague to implement strategies aligned to their PDP to enhance their pedagogy. Through enhanced confidence and knowledge, the supported staff will continue to provide students with high-quality learning experiences.

The school's on-balance judgement for this element is: Sustaining and Growing

Leading Domain

The school continues to build its community partnerships to strengthen and broaden the learning opportunities for students. The continued membership of the Galston Community of Schools provided a significant number of educational opportunities for staff and students. The school's planning process involved all stakeholders as the school maintained high expectations for student learning in the best supportive learning environment.

Through the support of the Parents and Citizens Association (P&C), additional funds were provided to expand resources for school programs. Plans for the coming year included further development of school OOSH facilities.

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

The school's on-balance judgement for this element is: Excelling

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The school implemented a range of programs and initiatives across the areas of curriculum implementation, best-practice pedagogy and assessment. As a result, students have become deeply engaged learners inspired to explore real-world challenges and problems through authentic project based learning and assessment opportunities. Significant progress was made in the use of learning progression tools for literacy and numeracy and the tracking of all students against these progressions to ensure a comprehensive understanding and record of every student's achievements, progress and next steps in learning. Staff have deepened their knowledge of the markers within the literacy clusters and have established more effective strategies to assess student achievement.

The focus around 'Visible Learning' is to empower students to self-regulate their learning. Teachers implement a number of formative assessment strategies designed to encourage students to reflect on learning, provide feedback and set their own learning goals. They are also encouraged to articulate what they are learning and why.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To ensure each student achieves one year of growth for each academic year of learning. Data source: ReadingComprehension Aspect from PLAN	RAM Equity Funding \$104382 supplied extra staffing to support all students that did not meet minimum standards.	All eligible students receiving support aligned to three tiered framework. All support documented in IEPs and/or PLPs. A wider range of intervention programs implemented to support students including MultiLit, MacqLit, MiniLit, extension writing groups.
Improvement Measures in Early Arithmetical Strategies across K-2 from 2014 to 2017	Professional Learning \$15337.	All teachers engaged in the construction of assessment plans, professional learning on the literacy and numeracy continuums and moderation of student assessment data. The integrity of student assessment data and tracking of progress was improved. All students were tracked and this data was used to inform planning. Awareness was raised with staff on the purpose and value of formative assessment strategies.

Next Steps

Future directions in this strategic direction will include the establishment of K-6 evidenced-based pedagogies that result in improvements in student learning outcomes in literacy and numeracy. Teachers will continue to collaboratively assess all students work in Analysing meetings each fortnight to show students growth in specific concepts. Teachers will continue to embed authentic assessment to track all students and ensure that this is directly linked to student learning with evidence of growth and development.

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

Explicit and differentiated instruction which is driven by Visible Learning/ Formative assessment has been a key focus. The concept of 'Visible Learning/Formative assessment' and metacognition has transformed teaching to ensure effective questioning and feedback promotes opportunities for students to articulate thoughts about the learning process. All teachers have completed Phase 2 Focus on Reading training. The QTSS has enabled executive staff to mentor and coach teachers using the PDP to facilitate dialogue. The Leadership team gathered evidence to assess progress using the School Excellence Framework. All teachers are gathering and tracking student progress to identify every students learning needs and this is matched to their data walls.

The school implemented a wide range of initiatives to ensure all teaching staff at Glenorie Public School were collaborative, highly effective professionals. Staff were committed to identifying, understanding and implementing the most effective teaching methods with high priority given to evidenced-based teaching strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 staff and process goals. All PDPs completed Week 5 Term 1.	Professional Learning – \$15337	100% of classroom teachers developed individual Personal Professional Learning Goals as part of the PDP process.
100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.	Educator Impact Program – \$2900	100% of teaching staff conducted observations, surveys and 360 degree surveys matched to the teaching standards. Feedback was provided and staff revisited observations and feedback in term 4 to monitor improvement.
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. Independent feedback given by Learning Scope.	QTSS Funding – \$9182 Educator impact Program.	Critical friends constructively mentor a number of teachers to provide feedback on lessons observed. Colleagues observe lessons twice throughout the year and give feedback which match to the teaching standards.
Increased capability of all classroom teachers to differentiate curriculum and	QTSS Funding – \$9000	Teacher release time for developing Mathematics Scope and Sequence. 60% of staff visit schools that have implemented conceptual programs and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
design conceptualised programs. Clear, consistent scope and sequences in place and reflected in teaching programs and student work samples.		visual learning/ Formative Assessment have begun implementing a strategic plan to further develop these strategies.

Next Steps

Future directions will include continued development of authentic collaborative professional learning opportunities including Quality Teaching Rounds as well as continued opportunities for differentiated, personalised professional learning. An emphasis will continue in the development of innovative, future-focused teaching and learning practices.

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

The school implemented a range of programs and initiatives to provide opportunities for parents to be active participants in their child's individual learning journey. Practices were developed and trialled to engage parents to understand the learning progress of their child and strategies to effectively support them to learn. This included individual visible student data in literacy and numeracy. Parents were welcomed into their child's learning with multiple opportunities for parents provided to establish the connection between home and school including opportunities for parents to celebrate their child's learning and achievements.

Parent workshops were offered and developed to share what Visible Learning/Formative Assessment is and looks like in the classroom

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Release funding for LAST to implement Peaceful Kids program in term 4. \$4000	Student Wellbeing Programs surrounding "Peaceful Kids" have been introduced to staff and implemented in classrooms. Design of a school mural to help students visualise concepts within the playground. Continued analysis of 'Tell Them From Me' data to identify areas of strengths and those needing any improvement measures.

Next Steps

Continued promotion of parent involvement in their child's learning through promoting their attendance at parent teacher interviews and the 'Meet the teacher' evening where all teachers will explain the implementation of visible learning. Increase the implementation of Seesaw / Google classroom with regular updates of learning. Parent workshops developed and delivered surrounding the "Rock & Water" resilience program. Encourage more parents to take the Tell Them From Me data survey by emailing out with the link. Trial three way interviews that are led by the student.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Background funding supplied SLSO salaries \$637.	All Aboriginal students had an Individual Learning Plan. Student's leadership skills were developed within the classroom setting. Teachers focused on quality teaching and learning to ensure the best possible literacy and numeracy outcomes for students. All students involved in MultiLit, based literacy program.
English language proficiency	\$4022 English Language Proficiency funding used for SLSO employment.	MultiLit, based literacy 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 in literacy.
Low level adjustment for disability	\$60944 was use for salaries of LAST for three days per week. \$19640 was used as SLSO salary to support programs.	Funds were used to provide School Learning Support Officers support for targeted students in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	\$18182 was used to employ a teacher one day per week to release executive staff to mentor and guide teachers in implementing programs and provide feedback to improve teaching practices.	Teacher programs, feedback on lesson observations, discussions with supervisors and teacher surveys. All teachers indicated through feedback to supervisor how successful lesson observations and or mentoring was for their learning and improved teaching practice. Teaching programs indicated that School Plan priorities were included. Teachers were provided with mentoring or additional time to observe colleagues to improve their teaching practice.
Socio-economic background	\$19139 was used in conjunction with Low Level Adjustment for Disability funding and English Proficiency funding to employ two teachers and five SLSO to implement the programs.	School based assessment and NAPLAN data was used to assess individual students' growth. Funding was provided to support families who required financial assistance so that their children could participate in all school activities.
Support for beginning teachers	\$6725 was expended to support one teacher eligible for the BeginningTeacher program.	Funding was used to provide beginning teachers with mentoring, additional release and professional learning opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	116	123	121	129
Girls	111	121	120	126

Glenorie Public School is averaging a 5% increase in enrolments per year over the last 5 years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	95.6	94	95.5
1	93.8	96.5	94.5	92
2	95.5	93.5	93.5	95.2
3	94.7	96.1	95.4	94.2
4	92.4	94.2	93.1	94
5	93.3	92.4	93.7	94.9
6	94.7	92.9	90.4	94.7
All Years	94.1	94.5	93.6	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

A number of practices ensure our high rate of student attendance is maintained. These practices include contact between families and teachers for unexplained absences and referral to regional support personnel when necessary.

Class sizes

Class	Total
RUBY	18
AMBER	20
SAPPHIRE	23
OPAL	23
AMATHYST	23
PEARL	29
ONYX	29
EMERALD	29
GARNET	30
DIAMOND	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0.6

*Full Time Equivalent

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

Glenorie Public School is committed to providing Indigenous Australians with every opportunity to undertake employment opportunities as they arise. In 2017, 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	100
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 hosts 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 2017, the staff actively and enthusiastically engaged in a wide variety of courses, workshops and information sessions. All teachers did the Child Protection Awareness Training online course. The Principal and SASS staff attended a number of financial courses on SAP. All teachers completed a grammar and writing course in term 1 through LearningScope and five numeracy sessions with Anita Chin. The entire staff undertook TEN & TOWN training as trainers and participants. All staff were updated in training related to CPR, anaphylaxis, asthma and Code of Conduct. The entire staff participated, through Educator Impact, goal setting and 360° feedback to enhance PDP setting.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	166,846
Revenue	2,339,190
Appropriation	2,081,953
Sale of Goods and Services	15,032
Grants and Contributions	239,933
Gain and Loss	0
Other Revenue	0
Investment Income	2,272
Expenses	-2,290,370
Recurrent Expenses	-2,290,370
Employee Related	-1,886,906
Operating Expenses	-403,465
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	48,820
Balance Carried Forward	215,665

At Glenorie Public School our financial management processes include:

A finance committee which includes the school Principal, the School Administration Manager and Assistant Principals. The committee develops budgets and meets twice per term to oversee reports, monitor expenditure and adjust these as required. Individual program budgets are aligned to each strategic direction. Team leaders for each budget area have authority to expend within their allocated limits. The school raises funds through school and community sources. In 2017, the school expended these funds to install a visitor management system, to upgrade the wireless network and the installation of new eBoards, and the purchase of new library furniture.

The intended use of funds available in 2018 will be to supply notebooks and charging trolley to the newly formed class. In addition, we will replace a class set of notebooks with updated models. Replace fences in the playground with 3m high secure fencing.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,798,206
Base Per Capita	36,831
Base Location	4,920
Other Base	1,756,455
Equity Total	104,382
Equity Aboriginal	637
Equity Socio economic	19,139
Equity Language	4,022
Equity Disability	80,584
Targeted Total	38,211
Other Total	81,289
Grand Total	2,022,088

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017, 35 students in Year 3 sat the NAPLAN test in Literacy. All English Second Language (ESL) student and students involved in Learning and Support programs were involved.

Analysis of the data shows: In reading, 40% of our students scored in the top two bands.

In writing, 54% of our students scored in the top two bands, compared to 53% state-wide.

In Grammar and Punctuation 43% of our students performed in the top two bands.

In 2017, 33 students in Year 5 sat the NAPLAN test in reading. All ESL and students involved in Integration programs were involved.

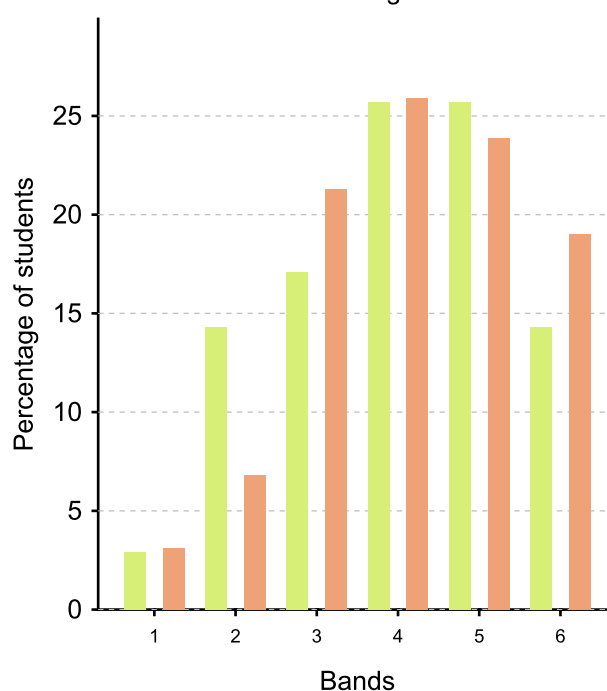
Analysis of the data shows: In reading, 34% of our students scored in the top two bands compared to the state at 39%.

66.7% of our students gained greater to or equal to expected growth in Spelling.

18% of our students were in the top two bands for Writing.

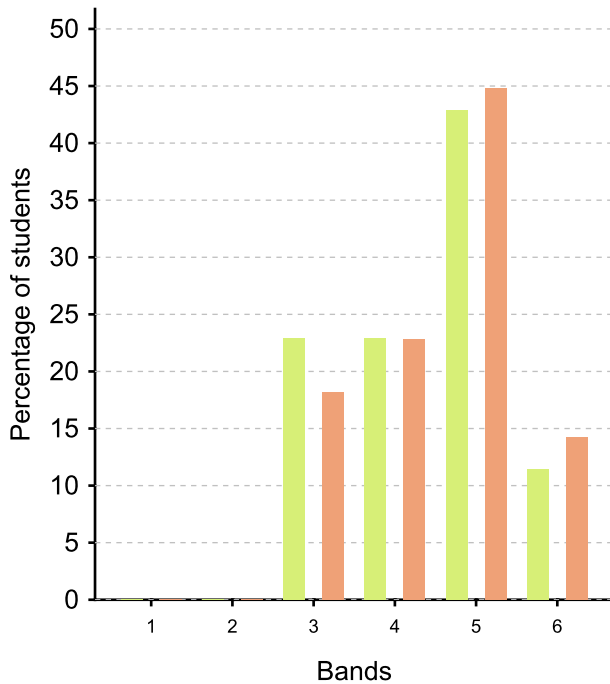
66% of our students had a greater than or equal to expected growth in Numeracy.

Percentage in bands:
Year 3 Reading



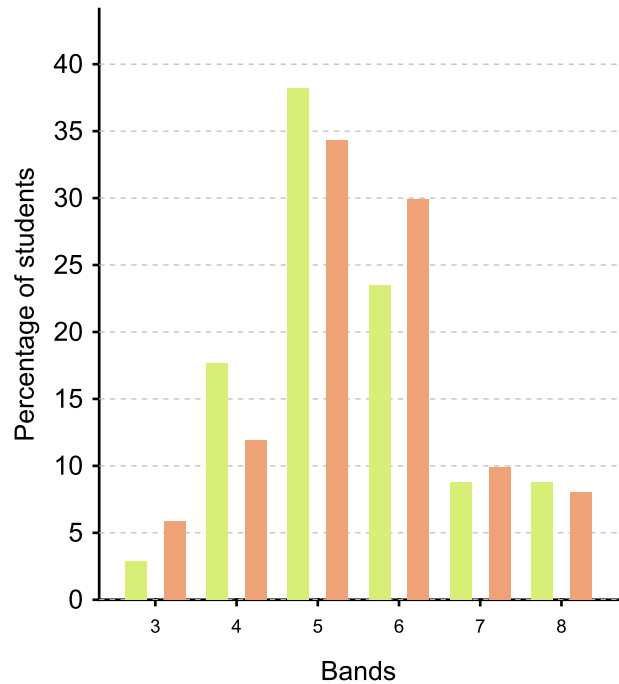
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



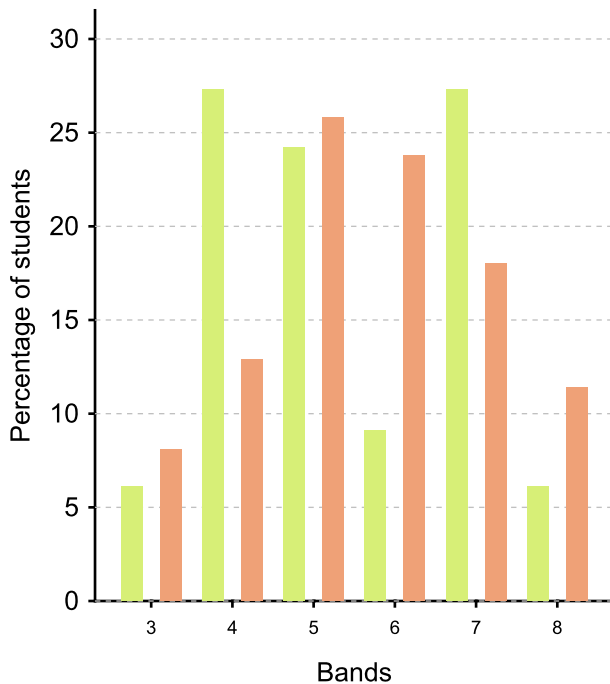
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

In 2017, 35 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, 77% of our students scored in the top three bands, which is above the state level of 70%.

94% of Year 3 students are achieving at or above minimum standards.

In 2017, 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, 33% of our students scored in the top two bands. This is a 12% increase from 2016.

94% of Year 5 students are achieving at or above minimum standards.

66% had a greater to or equal to expected growth for Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

- Students in Years 4, 5 and 6 participated in the Tell Them From Me survey. Categories were Student Outcomes and Drivers of Student Outcomes. These are some of the school's highlights.

- Social and Emotional Outcomes : Students' with a positive sense of belonging –93% of students in our school had a high sense of belonging compared to the NSW Govt norm of 83%.

- Students that value school outcomes. Students believe that education will benefit them personally and economically and will have a strong bearing on their future—95% of students valued school outcomes.

In all these sections we rated higher than the NSW Govt norm.

- Drivers of Student Outcomes: Effective Learning Time.

- Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.—students rated effective classroom Learning time 8.2 out of 10

- Relevance: students find classroom instruction relevant to their everyday lives—students rated Relevance 7.7 out of 10.

- Rigour—students find classroom instruction is well organised, with a clear purpose and with immediate and appropriate feedback that helps them learn.—students rated Rigour 7.9 out of 10 against the NSW Govt norm of 8.2

- Positive teacher—student relations. Students feel teachers are responsive to their needs and encourage independence with a democratic approach—students rated Positive Teacher—Student relations 7.9 out of 10.

Policy requirements

Aboriginal education

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 with particular emphasis on 2017 NAIDOC Week programming suggestions, resources for Stage 3 regarding the 1967 referendum on its 50th anniversary, Darug language resources and Reconciliation Week resources.

In terms of curriculum content, Early Stage 1 and Stage 1 have looked at traditional indigenous life with particular focus on family and community structure. Students have explored Indigenous language, story telling and art which carried moral or social meaning, as

well as creation stories that explained animal adaptations.

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 Indigenous people's journey to citizenship and the impact prominent Indigenous leaders had in the course of Australian history.

During library sessions, students explored a variety of Indigenous authors and illustrators. Of special interest, was the book '*Welcome to Country*' which gave students a comprehensive understanding of the structure of Indigenous nations and the origins of Welcome to Country ceremonies. It took a particular look at the culture of the Wurundjeri People and it was an excellent opportunity for students to appreciate the work of respected author and Elder, Auntie Joy Murphy and Indigenous artist Lisa Kennedy.

Glenorie Public School has celebrated and acknowledged the significance of Harmony Day, NAIDOC Week 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 and historical issues faced by 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 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 student's understanding of racism and discrimination and its impact through activity based teaching and learning programs.

An anti-racism contact officer has promoted intercultural understanding, community harmony and ensured inclusive classroom and school practices have occurred.

Other school programs

Sport

What a pleasure it has been this year to once again see Glenorie Public School assert its success in the sporting arena. We have continued to grow and see new talent arise in many areas of sport this year. In 2017, 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 involved. 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 Chloe McLachlan who attended the Sydney North Carnival achieving fantastic results.

Our Cross Country Carnival was another successful sporting event, where all children challenged themselves not only physically but also mentally. We had a very successful showing at the Zone Carnival as all participants showed great sportsmanship on the day. Ben Stringer came 3rd in the Sydney North Cross Country Carnival, which earned him 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. A special mention to Lachlan Powell who went represented the school at the state carnival. You make us all very proud.

This year Glenorie Public School again coordinated the Beecroft Zone Cluster 3 weekly competition in term three. Glenorie increased their numbers this year resulting in four netball teams and six League Tag teams with over 80 students attending. The children participated in friendly competition games against, Galston, Hillside, Arcadia and Middle Dural Public schools each Friday morning. Those students who did not participate in the PSSA events developed their tennis skills.

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 Dural oval. Our senior boys were grand finalist and gave a thrilling performance in what was another golden point decided game. The senior girls surprised everyone taking out the day becoming champions of the Sydney North region. 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 'School Gymnastics' 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.

We had many students try out for several representative teams that resulted in Victoria-Rose Saliba representing the school in netball, Bradley Dalton representing the school at softball and Harry Cowan representing the school at football (soccer). Congratulations to all our students on a fantastic year and we cannot wait to see what 2018 has in store for us.

Environmental Education and Sustainability

Glenorie Public School is committed to managing our resources in the best ways possible.

Science units at school are integrated with activities that are carried out in the farm, including location of plants, organic fertilizing and pest control. A weekly roster gives each class the responsibility of the chicken yard. This year we started with four new hens in the coup, two of whom were raised from our incubator-hatching program last year.

In early term two, our Green Team made a presentation to the P & C asking for funds to purchase a whipper snipper and an allocation of money to buy seedlings for the garden beds. Students were very productive in researching costs and sourcing items using the internet. A detailed 'shark tank style' presentation was made and the team successfully secured \$500 for our needs.

Several members of the Green team took part in the 'Count Wild Pollinators' national survey. We assisted scientists in identifying and counting a variety of wild pollinator insects in our local area. This information was then transferred onto a database via the internet and collated with other participants for ecologists to study.

To celebrate Tree Day on the 28th July, an in-school competition was launched titled, 'My dog and a tree'. Students were asked to photograph, draw or paint their dog enjoying a tree. Prizes were awarded for each stage. Many wonderful, entertaining and innovative entries were received. Due to its success, this competition will run again next year with a slightly different theme.

In late term four, all garden beds will be stripped and organic fertilizer applied. The hens will be allowed to scratch and feed from these beds during the Christmas holidays. Garden beds will be left dormant until the commencement of Term 1, 2018.

Dance

The 2017, Glenorie Public School

dance groups have had an eventful year. This

year Dance consisted of four dance ensembles including Stage 1, Stage 2, Year 5 and Year 6. All ensembles accommodated a range of abilities and styles and enjoyed showcasing their talents on stage for large audiences.

The Stage 1 Dance Group was choreographed by Miss Lampropoulos. It was titled 'Hold my hand' and was jazz style dance. They performed at an assembly during the year as well as the Performance Evening and received many compliments..

The Stage 2 dance group performed to 'Can't stop the feeling' by Justin Timberlake and choreographed by Miss Pavett and Miss Phillips. The performance was such a success and praised so highly that the group was asked to perform at Kindergarten Orientation; a fantastic tribute to a year of hard work and endless mornings of rehearsal.

The Year 5 Dance Group worked diligently this year on their performance choreographed by Miss Pavett and Miss Phillips and was based on a cheerleader theme. It was a dance, performed to 'Cheerleader' by Omi. The ensemble enjoyed performing at Grandparent's day and the Performance Evening and received high praise for their efforts from staff, peers, family members and friends.

Also in stage 3, the Year 6 dance group performed to 'The Greatest' by Sia. The students participated in weekly rehearsals and enjoyed performing for the school community at the Performing Evening in Term 4. The girls executed the moves with skill and showed great dedication throughout the year.

Drama / Performance Evening 2017

The extracurricular drama program at Glenorie Public School (3 – 6) allows students to explore individual expression through a creative performance based medium. 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 team work. Lunchtime drama aims to foster self-directed learning, respect for others and culminates in an annual high quality production titled 'Performance Evening'. Among the local community, our school is often praised for its strength in performing arts and this is evidenced by its popularity as an extracurricular weekly program that is extremely well attended.

The theme of the 2017 'Performance Evening' was a twist on the traditional fairy tale 'Cinderella' and involved a cast and crew of over 90 students. The evening was a thrilling conclusion of a year of creative programs presented as a diverse integrated showcase of drama, dance, band, soloists and choir. A high calibre show, 'Cinderella' involved significant commitment and collaboration of numerous students, parents and staff.

Valued by the school community, Glenorie Public School 'Performance Evening' continues to be an

exceptional display of diversity in creative arts. In addition to performance opportunities, students were able to contribute to the event as sound, lighting, costuming and technical crew, enhancing their experience in the area of stage and production management. The 2017 performance was enhanced by the addition of our new stage lights, contributing to a professional and authentic display.

This highly anticipated evening has become well known as an exciting opportunity for students to share with family and the 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 and performing arts mediums.

Student Wellbeing

Supporting students to 'connect, succeed and thrive' is an integral component of the Glenorie Public Schools philosophy for wellbeing. We remain committed to enhancing student wellbeing by creating quality-learning opportunities for all our students. Our wellbeing committee considers all aspects of wellbeing in the following domains: cognitive, physical, social, emotional and spiritual development.

The DEC's 'Wellbeing Framework' is used to guide and support student wellbeing initiatives (K– 6) at each stage of their development through the implementation of quality teaching, learning and engagement. Our wellbeing committee meets 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.

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 the wider Glenorie community.

In 2017, all classes were introduced to the school's new Anti-Bullying initiative 'Rude, Mean and bullying' based on the work of well-known psychologist and author of 'The 8 Keys to End Bullying', Signe Witson.

Our Student Representative Council remained an effective medium for engaging student voice and during 2017. The 'iHelp' leaders, along with our well established 'Kindergarten Buddy' program allowed our senior students to continue to develop leadership skills in mentoring younger students.

During 2017, the 'Peaceful Kids' program was introduced, firstly to parents, then to small groups of students. The 'Peaceful Classrooms' program was introduced by classroom teachers on a weekly basis to all classrooms K – 6. Both programs aim to develop the skills of mindfulness and positive psychology skills designed to lessen anxiety and increase resilience. This is in keeping with our commitment to assist our children to connect, thrive and succeed.

In 2017, in conjunction with the P&C, we revisited our Sun Safety policy and resubmitted this to the NSW Cancer Council. We are now officially recognised as a Sun Smart school and we are confident that the ongoing teaching and modelling of sun safety guidelines will encourage our students to develop skills to physically protect themselves from the damaging effects of the sun.

In 2018, we look forward to there vision of many existing wellbeing policies and introduction of new ones. We are eager to implement a new 'wellbeing' initiative based on increasing resilience and respect, known as 'Rock and Water'. 'Rock and Water' aims to promote resilience and individual awareness of a student's own strength and ability to play work and live together with others in a rapidly changing society.

Debating

2017 has been an exciting year for debating. The Glenorie Greens and Glenorie Golds came back for another year of fierce competition in the Premier's debating Challenge. Each school has a turn hosting their rivals at their home venue. There are four round robin debates, held over terms 2 and 3. As a result, Glenorie Golds and Greens have debated in various schools

in the Hills district. The competition kicked off with the Golds and Greens facing off in the first round, with the Greens taking a narrow win. The Greens continued a victorious campaign until their last "make or break" debate against Normanhurst West Public, where the winner would proceed to the regional finals. After an intense debate, Normanhurst West won the decider and advanced to the regional finals. Glenorie Greens finished their season in 2nd place within their zone. Glenorie Golds competed with passion throughout the competition and obtained one win over the newcomers, Asquith Public. Debating requires immense concentration, focus and quick thinking. Only 1 hour is allowed for preparation and students have to complete their entire line of argument in that time. Our debaters have learned a lot and have demonstrated a brilliant array of skills. We are ready and looking forward to the next season of debating in 2018.

Learning and Support Team 2017

Our well established Learning and Support Team continues to ensure that every student is assessed regularly and support is given where necessary, to meet the learning needs of our students. Students with identified disabilities, learning difficulties, English as an additional language or dialect and gifted students are identified and the Learning and Support Team work collaboratively with teachers and the school's counsellor to implement formative assessment strategies to cater to a variety of individual student learning requirements.

The learning support team monitor the progress of individual students across all year groups. Class teachers are assisted to differentiate the curriculum being delivered and processes are adjusted where

necessary to incorporate higher order thinking, critical skills training, open-ended thinking and visible learning. In addition, students have opportunities to engage in a range of enrichment activities including; STEM club (coding, robotics and scientific experiments), chess club, in school and external competitions such as, WriteOn, Premiers Reading Challenge, University of NSW competitions, gifted writers group, newspaper club, computer club and a range of performing arts based extra-curricular activities in dance, band, choir and drama. Children with an interest in environmental science can engage in Green Team (environmental programs).

The learning support team provides support for students who require support and assistance, particularly in areas of literacy and numeracy. Our specialist Learning and Support Teacher works alongside classroom teachers in order to create learning programs individually tailored to student needs. Our school uses the response to intervention (RTI) approach to support students individually, in small groups or within an inclusive classroom setting. Heavily based in research, the MiniLit and MacqLit programs continue to be implemented to address the needs of students with literacy difficulties very effectively.