

Glenorie Public School

Annual Report



2018



2012

Introduction

The Annual Report for **2018** 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 the 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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Message from the Principal

At Glenorie Public School, we are committed to providing a safe, engaging and inclusive learning environment where there is a strong sense of belonging across the community.

We have worked tirelessly over the last three years on Visible Learning for students. The students have shared common language in terms of Learning Intentions and Success Criteria, feedback and using the concept of student data walls for students to understand the strategies needed to manage challenging work in a more positive and engaging manner. We have continued to focus on Literacy and Numeracy as well as familiarising the staff with the Learning Progressions. The evidence of success was demonstrated in our NAPLAN and PLAN data.

Glenorie Public School's high expectations are matched with high support. We have developed a culture of excellence include visionary leadership, staff collaboration and professional learning, ongoing evaluation and focus on student wellbeing and community engagement. With its focus on using data analysis to improve teaching practices, Glenorie Public School has seen improvements in students' academic achievements. Every fortnight, during staff meetings, student performance data is shared among the various year groups so that teachers can make necessary adjustments are necessary to improve student performance.

This year, formative assessments that are framed around the mid-term learning cycle in writing and place value has been established, so that teachers can make necessary modifications to class content based on the outcomes of the assessments. The school's formative assessment strategy is authentic, meaningful to the students and aligned with the learning cycle.

In 2018, we enjoyed the major fundraising event –the Glenorie Country Fair and it was a community wide success. Thank you to the P&C for their support with Athletics, Reading Eggs, Library resources and new playground initiatives. Thank you to Mrs. Dennise Williams, the P&C President and the P&C Executive, the Uniform, Canteen and OOSH committees for all the work that they have achieved.

I am very proud of the achievements of Glenorie Public School in 2018. 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 2019.

Lyn Pearce

Principal

Message from the school community

During 2018, the wonderful volunteers worked hard to bring to the students and the school, amazing opportunities. I would like to sincerely 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.

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 2018 was our biannual Country Fair held on the 23rd September 2018. The weather was perfect and hundreds of people visited our fair to join in on the fun. We had market stalls, school stalls, chocolate wheel, amazing Lebanese BBQ food stall, rides and a full day of entertainment plus lots more to ensure everyone visiting had a memorable day. I sincerely thank the organising committee for their hard work and dedication to this event. It was a massive day to organise, resulting in raising \$44,000 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.

The funds raised during the year by the P & C have been invested in the school in a number of areas including: subscription for all children for Mathletics and reading eggs, giant fans for the hall and new technology and new playground equipment that will be installed in 2019

Our sincere gratitude is extended to our dedicated school Principal Mrs Pearce and all the staff of Glenorie Public School for giving each and every student so many opportunities to shine and receive the right foundations in their early education.

Dennise Williams

P & C President 2018

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 a range of 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/sport program K-6, drama program, a buddy program and GreenTeam 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.

In the **Learning** domain the school had a strong focus in the areas of literacy and numeracy. Glenorie Public School has self-assessed to be achieving predominantly in the sustaining and growing range of the School Excellence Framework for practices within the learning domain. Mentoring and coaching across all stages means that staff are developing evidence based practice through their reflections and evaluations of collective work. Student data is regularly used to identify student achievement and progress in order to inform future teaching and learning directions. This is maintained through PLAN software and staff share information on data walls to help ensure collaborative, professional dialogue.

In the **Teaching** domain a regular review of teaching and learning programs was undertaken through regular stage meetings, focusing on a consistent approach to teaching literacy across the school. Glenorie Public School has self-assessed to be achieving predominantly in the sustaining and growing range of the School Excellence Framework for practices within the teaching domain. Collaborative practice allows staff and their supervisors to meet together to plan and engage in professional learning, goal setting and mentoring. In 2019 a focus will continue to be on a collaborative approach to teaching literacy and numeracy.

In the **Leading** domain the consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. Glenorie Public School has self-assessed to be achieving predominantly in the sustaining and growing range of the School Excellence Framework for practices within the leading domain. This approach recognises that leadership development is central to the achievement of school excellence. Leadership development across the whole school is designed to drive whole school improvement.

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. 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 ensure that learning is visible and personalised for every student in an environment, which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

Intensive Professional Learning sessions around reading comprehension in literacy and place value in numeracy were completed by teachers.

Assessment strategies were devised in stage teams and incorporated into class programs to assist with consistent teacher judgement and accurate tracking of student achievement.

Throughout 2018, students were provided with high quality and engaging learning opportunities that encouraged them to take risks and be innovative to achieve their learning outcomes.

Learning intentions and success criteria were implemented across all classrooms. Staff report students demonstrated greater responsibility for their own learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
~ Students are showing expected growth on internal school progress and achievement data (online PAT tests).	PAT online testing \$1990	Teachers have continued to track students literacy and numeracy data using PLAN. The use of PAT data as an assessment and diagnostic tool has also continued to guide 'where to next' in student learning.
~ Increased proportion of at least 35% students in the top two NAPLAN bands for reading and numeracy.		Data collected at the end of 2018 showed over 90% of students achieving above cluster expectation in early arithmetical strategies.
~ Value Added will be Sustaining and Growing for K-2; 3-5; 5-7.		Best Start to NAPLAN 3 value added growth across Kindergarten to Year 3 has had a significant increase with the average being 9.91, above state average.
~ 80% of students will achieve year appropriate cluster markers in PLAN.	Literacy & Numeracy \$4960	Data collected at the end of 2018 showed over 80% of students achieving above cluster expectation in early arithmetical strategies.
~ Increased ability to self-manage minor anxiety issues through Peaceful Kids Program/decreased reports of anxiety as reported from TTFM surveys.	Teacher Professional Learning – \$1,500	Rock and Water was implemented for all stages, resulting in student ability to focus, stay calm and interact more positively. Students learnt how to ground, centre and focus themselves and developed emotional awareness and conflict resolution skills.
~ Increased proportion of students reaching benchmark targets for writing as measured using Learning Progressions	Teacher Professional learning – Learning Scope \$2750	All staff participated in analysing SMART data which determined that the school has had a significant increase in writing with 47.7% of Year 3 students and 20% of Year 5 students achieving the top 2 bands in writing. 80% of students were at or above cluster markers for writing in K-6.

Next Steps

In 2019

Leverage the momentum gained through the implementation of the TEN and Building Blocks framework and ensure all teachers are applying the best practice methods consistently, so that they are embedded as natural behaviours. Data will be used to inform next steps in teaching and in whole school planning and evaluation.

Kindergarten staff and Stage 1 staff will continue with ongoing professional learning within InitialLit.

staff will begin engaging with the Learning Progressions as in PLAN 2. These will be used in student Data walls in 2019.



Strategic Direction 2

School leadership is developed and modelled to support a culture of high expectation and community engagement.

Purpose

The school's vision and strategic direction supports a culture of high expectations and community engagement to develop sustained and measurable whole school improvement.

Overall summary of progress

The implementation of Positive Education strategies at Glenorie Public School is establishing a school environment that enables the students to engage in their learning, in addition to gaining the knowledge and skills to build their own and others' wellbeing. The Rock and Water program is inclusive of the wider school community and parents are provided with a range of opportunities to deepen their understanding and explore the research-based benefits of this approach. Positive relationships between staff, students and parents are recognised as a vital component of overall wellbeing. The relationships between the school and home were viewed by both staff and parent respondents and has shown improvement. The Tell Then From Me surveys will provide a baseline with data used in the development of the 2018–2020 school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs.	Beginner teacher funding to release mentors.	The five weekly 'Review and Plan' process has been effectively implemented and utilised by staff K–6. This process involves collaborative review of student progress and moderation of assessment tasks. Teachers responded to individual, group and whole school trends and prepared meaningful revision of planning of future learning which challenge all students.
Increased attendance of parents at information sessions and school functions	Engaging Your Community Funds TPL Funds	Parents have been regularly informed about the wellbeing program via newsletters, notes, signage, access to lessons and resources, parent workshops and forums. Attendance at workshops and whole school wellbeing events, as well as, anecdotal data combined with feedback from surveys and workshops, provide evidence of a high level of parent awareness of wellbeing and engagement in the school's initiatives. There is strong P&C endorsement of the priority given to this by the school and recognition that wellbeing is an important condition for learning.
Parents have increased input and understanding of student learning recorded via SeeSaw.	Seesaw subscription \$2731	Parent and community attendance data at interviews and learning meetings. Survey (TTFM) and conducted focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.

Next Steps

Further strategies will be implemented to ensure the school community has a clear understanding of the language of learning across the school. Teachers will continue to utilise technology to share the learning occurring in the classroom with parents and carers. Parent/teacher/student interviews and information sessions will be held throughout the year to provide knowledge of the vision for learning at Glenorie Public school and strategies to support their child's learning.

Strategic Direction 3

Staff utilise evidence of learning to drive their teaching through evidence based practices identified and guided by whole-school professional learning.

Purpose

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Overall summary of progress

A culture of ongoing teacher learning is becoming evident across the school where teachers are being exposed to educational research and encouraged to implement best practice pedagogy. Through the delivery of this professional learning, teachers are making use of formative assessment techniques to gain an understanding of student knowledge and skills in order to ensure every student experiences success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in students achieving proficiency in Grammar and Punctuation according to SMART data.	Literacy & Numeracy Funding	17% increase in the top two bands for Yr 5 in Grammar and Punctuation. Yr 3 had a 10% increase in the top two bands for Grammar and Punctuation.
10% increase in students achieving proficiency in Numeracy according to SMART data.	TEN & TOWN training. TPL \$2000	28% increase in proficiency in Numeracy for Yr 3 and 22% increase in proficiency for Yr 5.
Increase of 10% of students reporting confidence in their skills and adequate intellectual challenge in English and maths.	Literacy & Numeracy Funds \$4000	Tell Them From Me student surveys indicated that student confidence in their skills in English and maths had increased. NAPLAN and school standardised assessments completed and data analysed. Evaluation of student progress within stages to ensure consistent judgement. Staff reflected on effectiveness of programs.
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.
There is evidence that explicit Learning Intentions and Success Criteria (LISC), pre-post assessments, exit slips, and student conferences are being used in classrooms across the school.		100% of teachers program using learning intentions and success criteria for all lessons. The use of formative assessment is evident through the fortnightly analytical meetings in each stage. Students can now articulate the learning intention of their lessons.
100% of executive teachers lead Analysing Impact meetings.		Analysing Impact meetings have occurred fortnightly enabling evidence to be collected and teachers to plot student achievement on PLAN and to inform teaching and learning.
Programs, student work samples (Including SeeSaw) and teacher observation with a focus on	Educator Impact \$2630 – professional	All staff completed 360 degree feedback mapped the teacher professional standards in order to improve their performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
ensuring students are presented with challenging learning tasks at their level of learning to promote high engagement and academic standards. 360° feedbacks. Independent feedback given by LearningScope.	funding	All staff completed 360 degree feedback mapped the teacher professional standards in order to improve their performance.

Next Steps

Embedding formative assessment will continue to be a focus, as will the use of data from student focus groups as a means of gauging our success in this area. Two related concepts of metacognition and student resilience where learning is concerned will also be examined, with both being primordial to the concept of growth mindset. Teachers will trial and later incorporate specific strategies developing student metacognition into their practice. The concept of 'new learning' –how do we plan for it, communicate it to the students and know when/if it has occurred will also be a focus. The AP's will be trained in data tracking procedures. This process will then be used during weekly Stage meetings. The tracking of individual students who are not meeting grade expectations and the utilisation of new and different strategies for these students will be continued across each class. The effectiveness of professional learning will continue to be ascertained through individual teacher observation and feedback.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Funding \$4288	All students completed Pat Reading & Maths test to track improvement. YARC Test for Year 2 students to track improvement in comprehension.
English language proficiency	English language proficiency funding \$6498	Students have made significant gains in reading results.
Low level adjustment for disability	Low level adjustment for disability funding used to employ SLSOs \$21614	Development of consultative individualised education plans for identified students with implementation supported by Learning and Support Teachers and Student Learning and Support Officers (SLSOs) and the continued implementation of the MultiLit /MacqLit/MiniLit program. Ongoing support and review of student educational goals. Intensive support for reading resulted in no students in the bottom band in either Year 3 or Year 5 in NAPLAN Reading. 66% of students were at or above state benchmarks in Writing in both Year 3 and Year 5.
Quality Teaching, Successful Students (QTSS)	QTSS Funding to release executives. \$44873	Executive teachers were released to work with staff on the development and review of their Professional Development Plans. Team teaching and lesson observations were integral to the QTSS program.
Socio-economic background	Socio-economic background funding \$22568	Additional teacher time of three days per week was provided to learning and support time for students. It was used for enrichment activities, teacher mentoring and the Rock and Water program. Funding was also used to provide just over 4 days per week of School Learning Support Officer time in classrooms and Tier 2 programs to meet student learning needs.
Support for beginning teachers	Beginner teacher funds (\$27572) used for mentors session release and TAA support.	Beginning teachers at Glenorie Public School have been supported in the following ways; provision of a mentor; extra release time across each term; demonstration lessons and lesson observations; support by executive staff and other colleagues; scheduled release for team collaboration and planning and targeted professional learning and support networks.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	123	121	129	143
Girls	121	120	126	130

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

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	94	95.5	95.2
1	96.5	94.5	92	94
2	93.5	93.5	95.2	93.2
3	96.1	95.4	94.2	95.3
4	94.2	93.1	94	94.2
5	92.4	93.7	94.9	94.1
6	92.9	90.4	94.7	95.1
All Years	94.5	93.6	94.4	94.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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	20
AMBER	20
GARNET	24
JADE	26
AMATHYST	26
ONYX	27
SAPPHIRE	27
OPAL	29
PEARL	23
EMERALD	24
DIAMOND	23

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.39
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52
Other Positions	0.6

*Full Time Equivalent

Glenorie Public School is committed to providing Indigenous Australians with every opportunity to undertake employment opportunities as they arise. In 2018, 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	10

Professional learning and teacher accreditation

All permanent and temporary teachers (18) were involved in a variety of professional development meetings, programs and courses throughout the year, linked to the school Strategic Directions. This included on-site planning days and staff attending courses externally through programs implemented by the Department of Education and other providers. The total school expenditure on teacher professional learning in 2018 was \$16 952 . We take advantage of the wealth of experience and expertise within the school to provide targeted professional learning for all staff. Staff at Glenorie Public School participated in extensive professional learning in 2018. Our School Development Days were highly informative and designed to improve student learning outcomes. Professional learning at Glenorie Public School is determined by our school plan. The focus for 2018 was Writing, TEN and TOWN. Extra planning days on top of SDD days with the Galston Community of Schools were undertaken. Research by Dylan Williams on feedback to students was implemented. In addition, we continued to provide staff training on Rock & Water and the gradual implementation of the program across the school. Staff also participated in anaphylaxis, child protection, CPR and professional Code of Conduct training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	215,665
Revenue	2,506,084
Appropriation	2,395,436
Sale of Goods and Services	19,199
Grants and Contributions	87,971
Gain and Loss	0
Other Revenue	750
Investment Income	2,727
Expenses	-2,442,909
Recurrent Expenses	-2,442,909
Employee Related	-2,118,799
Operating Expenses	-324,110
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	63,175
Balance Carried Forward	278,840

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 2018, the school expended these funds to install 2 large fans in the hall, to extend the COLA over the new sandpit area, the installation of new eBoards, and the purchase of 17 student notebooks.

The intended use of funds available in 2019 will be to artificial turf the soccer field . In addition, we will replace 2 class set of notebooks with updated models. Replace fences in the playground with 3m high secure fencing and refurbish staff toilets.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,995,984
Base Per Capita	49,309
Base Location	5,394
Other Base	1,941,281
Equity Total	117,436
Equity Aboriginal	4,288
Equity Socio economic	22,568
Equity Language	6,498
Equity Disability	84,082
Targeted Total	89,593
Other Total	108,655
Grand Total	2,311,668

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 44 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, 64% of our students scored in the top two

bands.

In writing, 48% of our students scored in the top two bands, compared to 45% state-wide.

In Grammar and Punctuation 52% of our students performed in the top two bands.

In 2018, 35 students in Year 5 sat the NAPLAN test in Literacy. All ESL and students involved in Learning Support were involved.

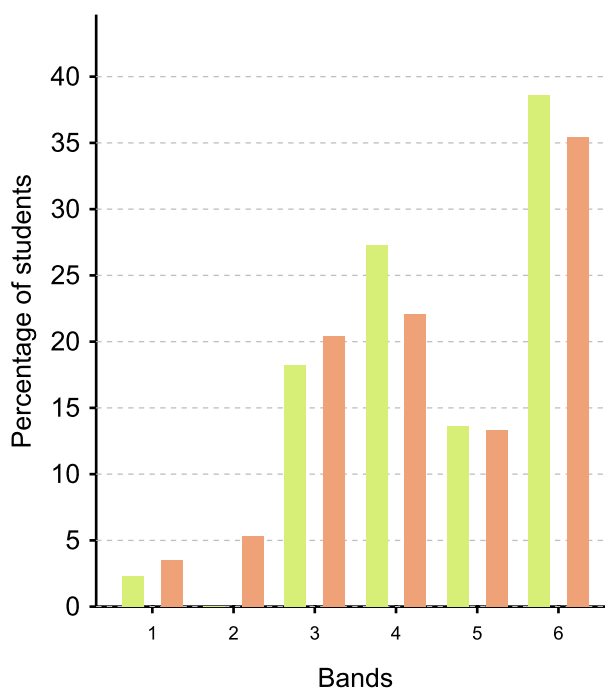
Analysis of the data shows:

In reading, 40% of our students scored in the top two bands compared to the state at 36%.

63% of our students gained greater to or equal to expected growth in Grammar and Punctuation

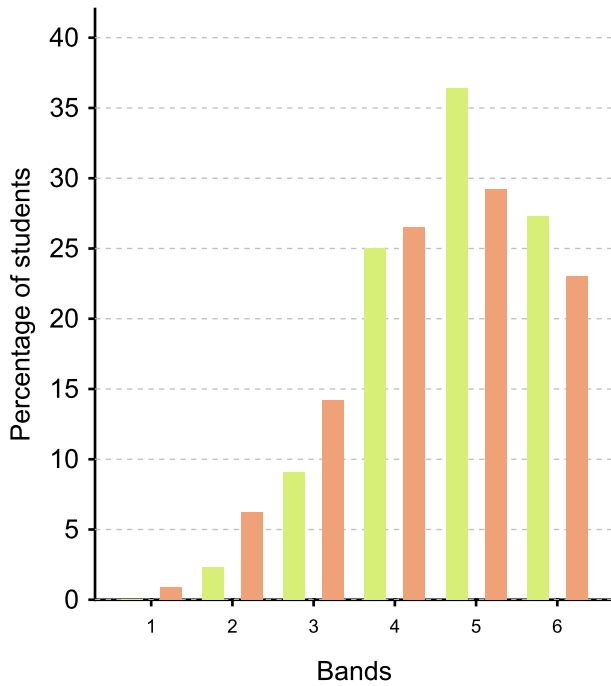
20% of our students were in the top two bands for Writing.

Percentage in bands:
Year 3 Grammar & Punctuation

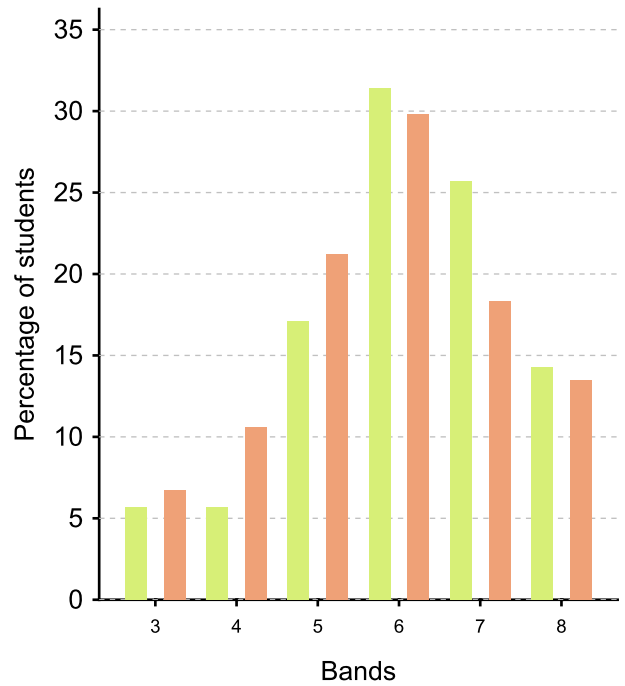


■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 3 Reading



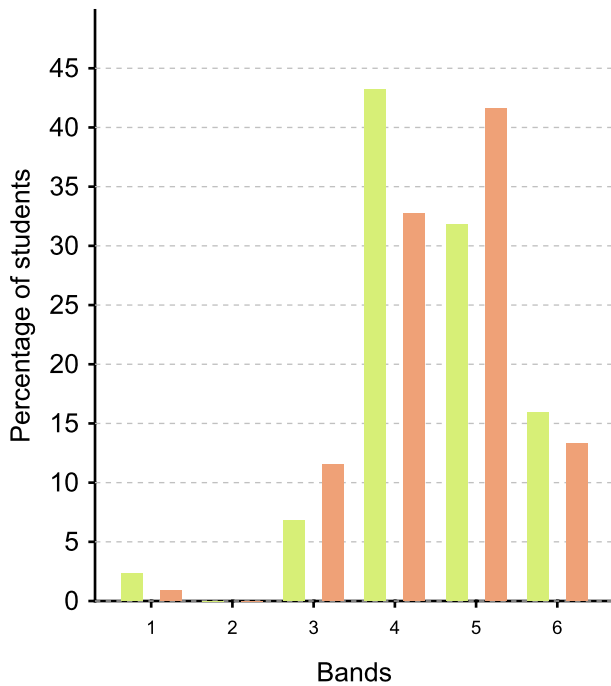
Percentage in bands:
Year 5 Grammar & Punctuation



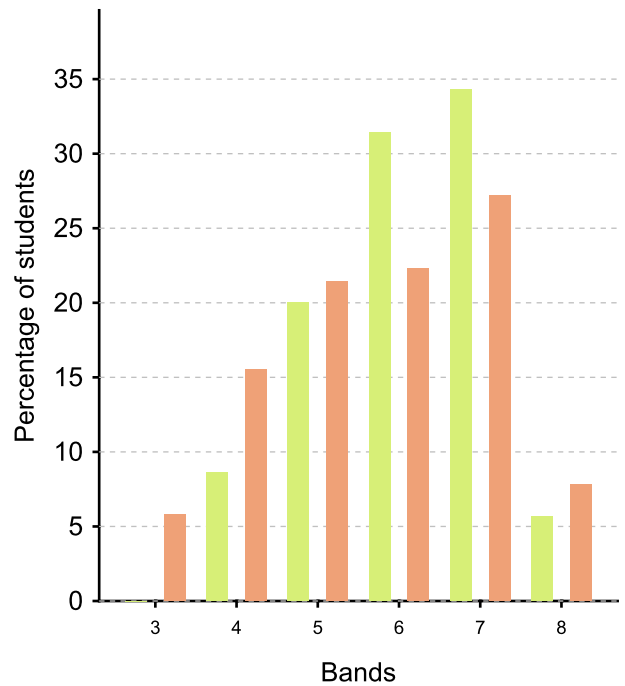
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



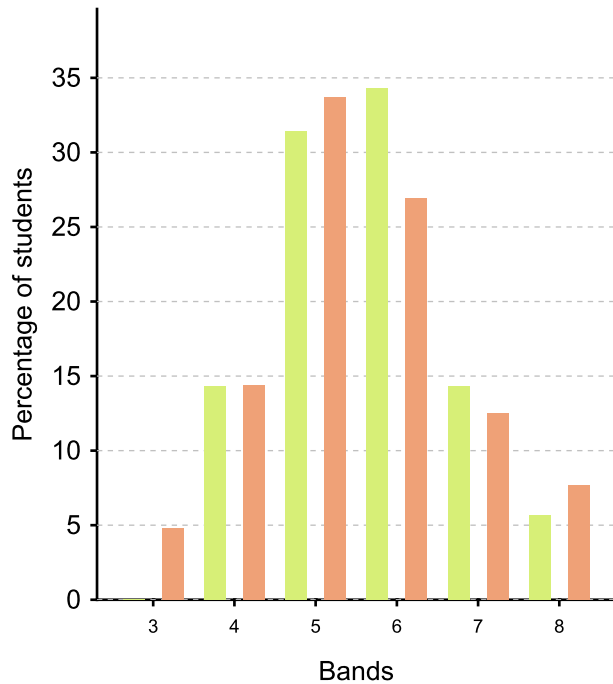
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

In 2018, 44 students in Year 3 sat the NAPLAN test in Numeracy. All English Second Language (ESL) students and students involved in Learning and Support programs were involved.

Analysis of the data shows:

In numeracy, 59% of our students scored in the top two bands, compared to 40% state-wide.

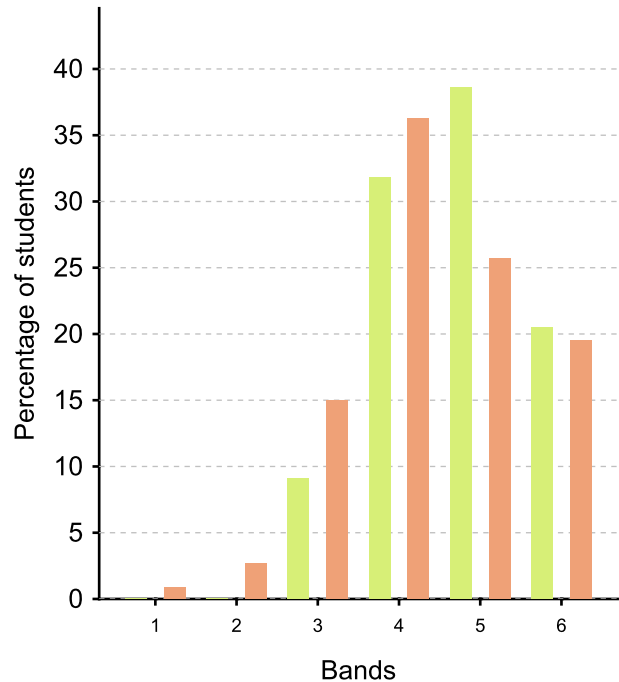
In 2018, 35 students in Year 5 sat the NAPLAN test in Numeracy. All ESL and students involved in Learning Support were involved.

Analysis of the data shows:

In numeracy, 46% of our students scored in the top two bands compared to the state at 30%.

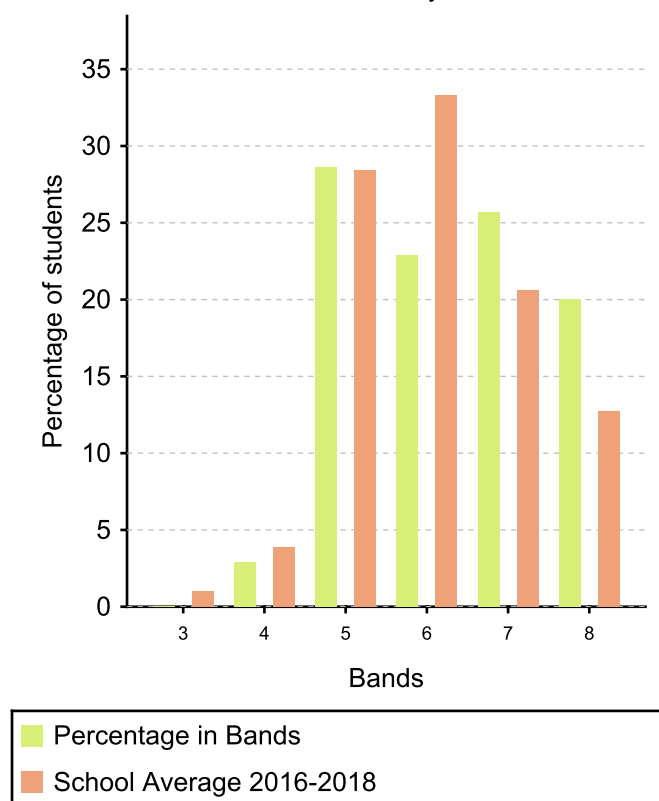
57% of our students had a greater than or equal to expected growth in Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 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.

The school had three identified indigenous students who sat the NAPLAN tests, their growth was greater than the expected growth in Numeracy.

Parent/caregiver, student, teacher satisfaction

Parents

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. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree). This report provides results based on data

from 54 parents in this school who participated in the survey between Aug 2018 and Oct 2018.

*Parents feel welcome at Glenorie Public School **8.3** (NSW Govt Norm 7.4).

*Parents are informed at Glenorie Public School **7.3** (NSW Govt Norm 6.6).

*Parents at Glenorie Public School support learning at home **6.1**. (NSW Govt Norm 6.3)

*Parent support for Learning at Glenorie Public School **7.7**NSW Govt Norm 6.3)

*School support of learning at Glenorie Public School **8.6** (NSW Govt Norm 7.3)

*Support for positive behaviour at Glenorie Public School **7.9** (NSW Govt Norm 7.7)

* Safety at Glenorie Public School **8.0**(NSW Govt Norm 7.4)

*Inclusion at Glenorie Public School **8.0** (NSW Govt Norm 6.7)

Students

The students at Glenorie Public School in Years 4–6 completed Tell Them From Me (TTFM) survey in 2018 on School Climate. (...) indicates NSW Govt Norm

The key findings included:

Social–Emotional Outcomes

*Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class **94%**(83%)

*Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school **76%**(55%)

*Students feel accepted and valued by their peers and by others at their school **83%** (81%)

*Students have friends at school they can trust and who encourage them to make positive choices **90%** (85%)

*Students believe that schooling is useful in their everyday life and will have a strong bearing on their future **99%** (96%)

*Students do homework for their classes with a positive attitude and in a timely manner **61%**(63%)

*Students that do not get in trouble at school for disruptive or inappropriate behaviour **94%** (83%)

*Students are interested and motivated in their learning **69%** (78%)

*Students try hard to succeed in their learning **94%**(88%)

Drivers of Student Outcomes

*Important concepts are taught well, class time issued efficiently, and homework and evaluations support class objectives **8.3** (8.2)

*Students find classroom instruction relevant to their everyday lives **7.9** (7.9)

*Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn **8.3**(8.2)

*Students are subjected to physical, social, or verbal bullying, or are bullied over the internet **15%** (36%)

*Students feel they have someone at school who consistently provides encouragement and can be turned to for advice **8.1** (7.7)

*Students feel teachers are responsive to their needs, and encourage independence with a democratic approach **8.9** (8.4)

*Students understand there are clear rules and expectations for classroom behaviour **7.0** (7.2)

*The school staff emphasises academic skills and hold high expectations for all students to succeed **8.6** (8.7)

Policy requirements

Aboriginal education

Aboriginal Education 2018

During 2018, the Metropolitan North Aboriginal Education Consultancy group has continued to be a valuable organisation for accessing information and resources for all Stages at Glenorie Public School. Teachers have accessed accurate and engaging information through both the website and the Pemulwuy newsletter.

In Early Stage 1 and Stage 1, students have explored storytelling, art, language and the significance of Sorry Day through shared readings of the book 'Sorry Day' by Coral Vass and Dub Leffler. This has allowed them to explore concepts relating to the Stolen Generation and the importance of our national Sorry Day.

Stage 2 students examined Aboriginal perspectives of the Barangaroo locality. This included perspectives on changes to the natural and built environment over the past 230 years. They also studied first contacts and considered Aboriginal perspectives in terms of colonial beginnings, early interactions between British settlers and Aboriginal people, the distribution of Aboriginal nations and language groups throughout Australia. Aboriginal dreamtime stories were used to explain the diversity of animals and stories about the creation of the landscape.

Stage 3 children attended a virtual incursion called 'Aboriginal Perspectives of Bennelong Point: Guwanyi Walama'. This involved the exploration of the

indigenous history of Bennelong Point. They learned about the daily life of the Aboriginal people that inhabited Sydney Cove and the changes that came with the arrival of Governor Phillip. Students engaged with and enjoyed the fascinating story of the man known as 'Bennelong'. This was in addition to implementation of Aboriginal history contents in the relevant NSW syllabus documents.

During NAIDOC week, all children attended the Wyniss concert organised through the Musica Viva program. This corresponded to our cross curriculum priorities with regard to Aboriginal and Torres Strait Islander Histories and Cultures as well as sustainability. The children explored music, games and stories originating from the Torres Strait including spinning tops and string figures. The group of musicians from Torres Strait Islands showed how culture and history are passed on through singing and dancing. By comparing their own childhood games to those from the Torres Strait Islands, students came to understand the importance of many indigenous traditions.

Earlier in the year, Glenorie Public School has celebrated and acknowledged the importance of inclusion and worked towards developing anti-discriminatory attitudes by engaging with Harmony Day, NAIDOC Week and Reconciliation Week with the theme of 'Don't Keep History a Mystery'. Students have gained an awareness of the important reasons why these days are significant. School wide and class based initiatives and content were designed to inform 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

Dance

In 2018, Glenorie Public School dance groups consisted of three dance ensembles including Stage 1, Stage 2 and Stage 3. 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 Mrs Ataalla. They rehearsed a number of jazz routines and performed these at the Country Fair, Performance Evening and Kindergarten Orientation. Across the year, the Stage 2 dance group performed their first dance routine at Grandparent's Day and later at the Country Fair. Their second routine 'Cotton Eye Joe' was based on themes with the Performance Evening. Both dances were choreographed, by Mrs Holland and Miss Phillips. The Stage 3 Dance Group worked diligently this year on their performance choreographed by Mrs Holland and Miss Phillips, was based on a tin man theme for the performance night, titled 'Light it up'. The ensemble enjoyed performing at the Country Fair 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 students performed to 'High Hopes' by Panic at the Disco. The students participated in weekly rehearsals and enjoyed performing for the school community at the Presentation Evening in Term 4. On the theme of dance, all students across K-6 participated in weekly sporting activities in dance during term 4. A very successful year in dance for all students across years 2-6.

Debating

Another great year for Glenorie Public School's debating teams. Once again, Glenorie Public School had two teams participate in the 2018 Premier's Debating challenge. Glenorie Gold and Glenorie Green, both participated in the Northern Sydney pool of schools. The teams consisted of a combination of boys and girls from stage 3. These students were selected after participating in stage 3 debating in semester one within the school.

During the first phase of the Premier's Debating Challenge, Glenorie Green and Glenorie Gold, participated in both away and home debates against local schools in the Northern Sydney District and even debated against each other in Round One, with Glenorie Green taking out a close win. Throughout the rest of the rounds, both teams worked very hard during their hour preparation before each debate, taking on feedback from previous debates to improve their performance. Unfortunately, with only Glenorie Gold only winning one debate and Glenorie Green winning two, both teams didn't make it past our zone competition. All students should be extremely proud of their efforts this year during debating and we look forward to another year of fantastic debating skills in 2019.

Learning and Support 2018

The Glenorie Public School's Learning and Support

Team aims to foster a whole school approach to providing an inclusive learning environment. The team strives to implement consultative and collaborative processes to ensure that every student learning needs are considered, and support is given to assist in accessing learning, where appropriate, to meet the needs of all students.

The diverse range of students accessing support through our comprehensive learning and support programs include: students with identified disabilities, learning differences related to language, literacy and numeracy, social/emotional and behavioural difficulties, chronic health challenges, students identifying as Aboriginal and students who require enriched learning tasks.

The Learning and Support Team work collaboratively with teachers, families and the school's counsellor to monitor the progress of students across all year groups. Class teachers are assisted to differentiate the curriculum creating visible learning environments that meet the needs of a wide range of learners. Learning processes are adjusted, where necessary, to incorporate higher order thinking, critical skills training, open-ended thinking and visible learning strategies.

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, Write On, Premiers Reading Challenge, University of NSW competitions, gifted writers enrichment, newspaper club, computer club and a range of creative and 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.

Our school uses a response to intervention (RTI) approach to support students individually, in small groups or within an inclusive classroom setting. Heavily based in research, the InitialLit, MiniLit and MacqLit programs continue to be implemented to address the needs of students with literacy difficulties very effectively. Needs based numeracy groups are structured based on the TOWN and TEN programs to meet the needs of students experiencing difficulties in the area of mathematics.

Drama / Performance Evening 2018

During 2018, high participation rates in the extra-curricular drama program at Glenorie Public School (3 – 6) allowed many students to explore individual expression through a creative arts, performance based medium. Teachers, parents, students and the wider community were enthusiastic regarding their experiences which culminated in our 'Wizard of Oz' production. Students valued the opportunity to be involved in a large production and displayed confidence, teamwork and positivity.

Our drama program encourages problem solving, creativity and collaboration. Lunchtime drama aims to foster self-directed learning, respect for others and results 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 2018 'Performance Evening' was the 'Wizard of Oz', an enhanced version of the traditional story incorporating a 'Glenorie' theme. The cast and crew has continued to grow and this year 148 students took to the stage. The evening was a delightful conclusion to a year of creative programs presented as a diverse integrated showcase of drama, dance, band and choir. The cast was extended this year to include a Year 2 specialist dance group. A quality show, 'The Wizard of Oz' involved significant commitment and collaboration of numerous students, parents and staff.

Highly 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, choreography and technical crew, enhancing their experience in the area of stage and production management. The 2018 performance was enhanced by the addition of our new stage lights and sound system contributing to a professional production.

This evening is now a highly anticipated Glenorie Public School tradition and 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.