2009 Annual School Report
GLENORIE PUBLIC SCHOOL

NSW Public Schools – Leading the way
Welcome to the Glenorie Public School Annual Report for 2009.

Glenorie Public School has an established reputation as a community centred school where lifelong learning and academic achievement is balanced with a healthy lifestyle, tolerance towards others and service.

The school actively encourages a close relationship between parents, students and staff and is proud of its strong connections with local preschools, businesses and services. Students and staff work together on varied and innovative projects bringing subjects to life. Our inspirational teaching teams enable our students to become independent and creative thinkers. Their individual talents and interests are nurtured and developed by teachers who motivate and inspire them to achieve to their full potential.

This year, Glenorie Public School was proud to be part of the establishing of The Galston Community of Schools which connects expert teaching professionals and allows the sharing of innovative teaching practices and resources to benefit each child and extend their learning and understanding. Our constant emphasis on professional learning, development and innovation ensures that our students are at the forefront of learning.

Technology is always at the heart of all learning experiences at Glenorie Public School. This year we have had our Connected Classroom installed, enabling our students to connect with a number of other schools for debating and our Kindergarten students join surrounding schools to share their stories. Our teachers are also able to enhance their professional learning and share their expertise with other schools. We have installed a further six computers in our Computer Lab and five additional desktops in the senior classroom pods. Another Interactive Whiteboard (IWB) was installed in the Year 1 room, keeping with our policy to have an IWB in all classrooms.

Building the Education Revolution (BER) has seen the refurbishment of the canteen; extension of our hall, with a new COLA and a COLA over our basketball court. The school has been painted internally and externally, with new carpets in a number of classrooms and the connected classroom. It has made a great deal of difference to Glenorie Public School being an outstanding learning environment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Lyn Pearce

Parent & Citizen (P&C) message
Glenorie Public School P&C is a small but enthusiastic team with a strong community spirit. In 2009 the P&C continued our focus on technology with the purchase of another whiteboard and two new overhead projectors to complement classroom whiteboards. After some internal debate and external funding, very generously provided by Bendigo Bank ($10,000), the P&C, in partnership with Glenorie Public School contributed to air conditioning our entire school.

The new fundraising committee of the P&C continued the technology focus by setting up their own email. The committee’s major fundraiser was a trivia night in our school hall. It was a great success raising almost $12456. This fantastic event was attended by 156 parents and friends of Glenorie Public School. The trivia night was also very well supported by the wider Glenorie Community with Ray White Glenorie and the Glenorie RSL as major sponsors. An event like this reinforces the central role our school plays in our rural community.

The fundraising committee also provided lots of fun and exciting events for our children including discos, ice cream day, entertainment books and a Mother’s and a Father’s Day stall. The committee also carried out important duties such as the athletics and cross country carnival cake stalls and sausage sizzles as well as the Bunning’s BBQ series. These events are very important little luxuries the school community really enjoys and they make important fundraising contributions.

The P&C is also grateful to a small group of committed parents in the continued development and running of the OOSH, our before and after school care facility. Our OOSH has proved a very important resource for parents at Glenorie Public School with record numbers of students this year. The P&C are indebted to Kirsten and her team for all their efforts in making OOSH such a great place for our children.

The team who coordinate the scholastic book orders has done a wonderful job supporting the library and contributing to a love of reading by the Glenorie Public School students.

Glenorie Public School remains the centre of our small rural community and the P&C is very fortunate to be so generously supported by our broader community. We look forward to welcoming new families and to an inspiring 2010.

Carolyn Hall
P&C President 2009

At Glenorie Public School we have an active Student Representative Council. The teachers encourage students to be active members of the school community by contributing in decision making.

The main objective of the SRC is to actively involve students in their own welfare, and empower them to make a positive contribution to the school.

The SRC involves students from K–6. Each semester an election is held in class and two students are chosen to represent the class at SRC meetings which are held at lunch time. The two representatives bring to the meeting any issues which have been raised in the class meeting. These issues are minuted and are brought to a staff meeting by the SRC adviser. The school captains run the SRC meeting with a supervising teacher; they chair the meeting and bring it to order and write up the minutes.

The main concerns of the SRC this year involved the playground: rules about where to play what games, more equipment in the sports tubs, paper towels in the toilets, “Munch and Crunch” on Tuesdays, and acquiring permanent goal posts for ball games. The Easter Egg Raffle and the various dress up days when money was collected for charities were also initiated by the SRC.

It is hoped that SRC engages students in their own welfare and gives more students leadership opportunities.

Giulia Lo Grasso

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>115</td>
<td>106</td>
<td>103</td>
<td>106</td>
<td>102</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>96</td>
<td>88</td>
<td>92</td>
<td>107</td>
</tr>
</tbody>
</table>
### Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2H</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>1-2H</td>
<td>2</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>3-4P</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3-4P</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5-6G</td>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5-6G</td>
<td>6</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5-6S</td>
<td>5</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>5-6S</td>
<td>6</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

### Structure of classes

There are five multi – aged classes among the nine class groups. Kindergarten classes all remained under 20 students while most primary classes were under 30 students.

### Staff information

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

We are fortunate to have a committed staff of teachers who work together as a team.

### Staff establishment

The school has had two days Support Teacher Learning in 2009 and this will continue in 2010.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.378</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Community Languages Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>12.578</td>
</tr>
</tbody>
</table>

The Indigenous composition of staff at Glenorie Public School is 9%.

### Staff retention

In 2009 Rosemary Perry was appointed as Assistant Principal and Shayne Black was appointed as an additional classroom teacher. Maegan Rose has replaced Kristen Dring on maternity leave again this year.

### Staff attendance

![Student attendance rates graph]
Staff have access to leave entitlements such as sick leave. In 2009 the average daily attendance rate for staff, as determined by the Department, was 95%.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>84%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>102 045.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>131 835.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48 577.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>94 928.00</td>
</tr>
<tr>
<td>Interest</td>
<td>4 630.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 872.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>387 887.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8 849.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>24 405.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>28 657.00</td>
</tr>
<tr>
<td>Library</td>
<td>2 688.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 906.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50 715.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>15 560.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44 009.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>33 398.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16 400.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6 741.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>40 531.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>274 859.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>113 028.00</td>
</tr>
</tbody>
</table>

Global funds are based on the number of students enrolled in the school and cover such expenses as equipment purchases, short term casual relief and utilities. Tied funds are those provided for specific purposes such as the State Integration Program and Learning Assistance.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
As part of our balanced, well-rounded school curriculum, we had a strong commitment to the creative arts.

Band
Teaching Services Australia provides professional small group lessons to students during the school day, with morning band rehearsal every Monday before school. The year began with a change of conductor with Miss Jenny Sargeant being called away to another school. Damian Butler began the year with 18 students. 2009 saw the collaboration of the Galston and Glenorie School bands for a workshop and concert in Term 2 and in Term 3 the bands combined again for an assembly performance. In November some band members enjoyed the experience of Band Camp at Vision Valley. Whilst our band is small in numbers, it is high in quality and we look forward to what will undoubtedly be a fantastic 2010 at Glenorie.

Dance
Years 1 through to 6 were this year offered the opportunity to develop their dance skills through an original African dance composition. Students danced with spear props to act out the battle of two tribes through dance. The dance group performed at the Hills Performing Arts Festival where they were a star act, demonstrating originality and creativity in their performance. The group also performed at the Book Week Book Parade and on Grandparents and Family Day.

Choir
This year, the choir consisted of over fifty children from Year 2 to Year 6 conducted by Ms Mackay. All children in Year 3 were members of the choir. Rehearsals were generally held in the Audio-visual Room every Tuesday for the first half of lunchtime (twenty-five minutes) with some extra practice closer to performance occasions. The choir had a wide repertoire as the children performed for Grandparents’ Day in May, the Hills Music Festival in September and Presentation Night in December as well as numerous performances in Assembly throughout the year. At the Hills Music Festival the children participated in the Massed Choir which performed nine songs throughout the evening. This was a wonderful opportunity to work with some very talented vocal instructors and to perform before a large audience.

Chess
Chess has been a popular lunchtime activity in 2009. Years 2 to 6 have had the opportunity to join the weekly Chess Club in the library to further their skills in this challenging board game. Students participate in competitions to find the Upper Primary, Middle Primary and Lower Primary chess champion. In addition, two giant chess sets are available in the playground for outdoor use and thus add to the variety of lunchtime activities for the children. Congratulations to the 2009 Glenorie Public School Chess Champions;
Matthew Clark - Upper Primary
Annelise Burnside - Middle Primary
Jack Gillespie - Lower Primary

Sport

2009 was once again a very successful year on the sporting field. Glenorie Public School fielded teams at all zone carnivals and were well represented at further levels. 57 students from Years 2-6 were able to represent the school at zone carnivals in 2009. Particular noteworthy achievements were;
- 9th place overall Glenorie Swim Team at Beecroft Zone Swimming Carnival.
- Caitlin and Patrick Walsh, Zone Representatives at Sydney North Swimming Carnival.
- Kurtis Deans, 1st place 11yr Boys Shotput Beecroft Zone, Zone rep and 5th place at Sydney North Athletics Carnival.
The first ever Beecroft Zone Cluster Three PSSA Competition was held over 14 weeks in 2009. This allowed 67 students in Years 3-6 the opportunity to compete in regular interschool competitions each Friday. Annangrove, Arcadia, Hillside and Galston Public Schools also participated in the competition.
Two sports were offered to the students and as a result Glenorie entered two senior netball and two junior netball teams. Two senior Auskick and one junior Auskick team also enjoyed participating in the competition. The school appreciated the sponsorship of AFL NSW who donated $400 to help cover the costs of transportation and a free set of portable goal posts for each participating school. Those students who did not participate in PSSA were offered group tennis lessons at Les Shore Oval facilities.
Sport in Schools Australia returned in 2009 with very high levels of participation across all grades. The Fundamental Movement Skills Program allowed the students to engage with equipment that remains unaffordable to the school. Children were able to develop teamwork, balance, co-ordination and striking skills through a range of engaging skill sessions. We look forward to a continued relationship with Sport in Schools Australia in 2010.

Other

Environmental Education

2009 has been a busy year for the environmental team at Glenorie Public School.

The year commenced with over 50 students registering to participate in Streamwatch. Over the course of the year we maintained a very keen number of 21 students who regularly attended and participated every Friday morning. The competent Year Six students organised the water testing every Friday and supervised the younger students. They also recorded all findings from water conditions, pH, e-scan, turbidity, temperature, water quality and faecal chloroform. These results were in turn forwarded to Sydney Water. Gaynor Derriman and Pat Schwartz formed an integral part of our team as always.

The Streamwatch Seniors visited the Sydney Museum as a reward for their dedication and also took in some bones for identification. The whole Streamwatch group participated in a Science Day which was opened up to the whole school to view the displays. Both displays were interactive, while some were static displays.
The Streamwatch crew also participated in two Bug Counts this year. The senior one was held at the beginning of the year whilst the junior one was held towards the end of the year. A teacher and a student representative (an ex Glenorie student) from Galston High School also attended the end of year Bug Count.
All students participated in gardening activities in the environmental area of the school during terms 3 and 4. All students also participated in Tree Planting Day and the Schools Clean up Day. This year saw the establishment of “The Green Team”. These were a dedicated group of senior students who were keen about the environment and about how we could look after our school and reduce our carbon footprints. They carried out a water and an electricity audit, watering of new native plants, maintenance of the frog pond and establishing gardens for each class to maintain.

Over the year we have also had recycling, worm farming and composting.

Our environmental studies have been integrated into our teaching and learning programs throughout the year. All K–6 students participated in the Waste Watchers program run by Hornsby Shire Council.

Our SEMP is finally underway and we hope to have this completed either this year or early next year. We are continually looking for ways to make Glenorie a more sustainable school.
Public Speaking and Debating

Glenorie P.S. offers children the opportunity to enhance their confidence, self-esteem and leadership skills through a variety of challenging and enjoyable public speaking forums. During 2009 all children in Years 3 to 6 participated in an in-school multicultural public speaking competition. Initially children presented a prepared speech to their class peers. Meeting certain criteria, twelve children were then chosen to perform to their stage colleagues. Joel Taylor (Stage 2) and Briony Wright (Stage 3) were selected to represent Glenorie at the Department of Education and Training’s Multicultural Perspectives Public Speaking Competition (Northern Sydney Local Finals), held at Cherrybrook P.S. They competently represented the school with pride.

This year Glenorie P.S. was once again involved in an inter-school debating round robin against other schools within the district. During terms two and three, Courtney Bragg, Gemma Chedid, Georgia Fugar, Natiq Islam, Claudia Russo, Sophie Tibbels, Shirona Thompson and Briony Wright, proudly and confidently presented solid arguments that resulted in Glenorie winning the final debate.

Premier’s Reading Challenge

Throughout the year, 40 students in Years 1-6 participated in and successfully completed the Premier’s Reading Challenge. This challenge aims to encourage, in students, a love of independent reading for leisure, allowing students to experience a wide range of quality Australian literature. Next year the challenge will be extended to include all students from Years K-6.

During Education Week in Term Two, many grandparents and parents joined us in the school library to celebrate a love of reading by purchasing and donating books to the library valued at over $1,000. The students have continued to enjoy borrowing and sharing these books with their families throughout the year.

Book Week and Literacy Week promotions in Term Three included detailed studies of award winning Australian authors and illustrators. These celebrations culminated in safari-themed library activities, displays and a Book Week Parade where the students were inspired to dress as their favourite book character. In Literacy Week students also enjoyed a visiting musical performance called Jungle Bungle. This interactive educational musical promoted literacy by demonstrating to students the limitless fun and possibilities offered by books and reading. It also addressed Personal Development issues such as self esteem and co-operation. A second Book Fair from Scholastic Australia was also held in Term Three and sales allowed our school to earn another $900 worth of books for our library.

Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2009, 32 students in Year 3 sat the NAPLAN test in Literacy. All English Second Language (ESL) students and students involved in Integration programs were involved.

Analysis of the data shows:

- In overall literacy 75% of our students scored in the top three bands, which was below the state levels of 77%.
- In reading 75% of our students scored in the top three bands, compared to 70% state-wide.
- In Grammar and Punctuation 59% of our students scored in the top two bands, compared to 53% state-wide.
- In writing 71% of our students scored in the top three bands, which was below the state levels of 78%.
- Year 3 girls performed far better than Year 3 boys in the test.
- 67% of our year 3 students scored in the top three bands in spelling.
Literacy – NAPLAN Year 5

In 2009, 32 students in Year 5 sat the NAPLAN test in Literacy. All ESL and students involved in Integration programs were involved.

Analysis of the data shows:

- In overall literacy 61% of our students scored in the top three bands, which was below the state levels of 64%.
- In reading 36% of our students scored in the top two bands, which was below the state levels of 40%.
- In language 69% of our students scored in the top three bands, compared to 68% state-wide.
- In writing 32% of our students scored in the top two bands, compared to 27% state-wide.
- Year 5 boys performed slightly better than Year 5 girls the test.
- In Reading students have improved in Band 8 compared to 2008.
Progress in literacy

The growth in reading for our students in Year 5 at Glenorie Public School was below the state average in 2009 as indicated in the graph.

The school's average progress in reading has shown a slight decrease over the years.

63% of our current Year 5 students also sat for the NAPLAN at Glenorie Public School in Year 3 2007. Approximately 60% of the matched students in Year 5 are above or equal to expected growth in Reading. It is our school's expectation that students progress at least one skill band in literacy between Years 3 and 5. [Target 2 2010]

Our NAPLAN results indicate that the average progress for writing was 54.4 for our Year 5 students. Approximately 40% of the matched students in Year 5 are above or equal to expected growth in Writing. Boys showed significantly more growth than girls in this area.
Numeracy – NAPLAN Year 3

In 2009, 32 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 60% of our students scored in the top three bands, which was below the state levels of 65%.
- Year 3 showed an overall mean trend decline in numeracy.
- Year 3 girls performed better than Year 3 boys in the test.

Numeracy – NAPLAN Year 5

In 2009, 32 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 49% of our students scored in the top three bands, which was below the state levels of 59%.
- Year 5 has shown a gradual trend decline in the mean to below the state mean.
- The highest performance area was in the Measurement, Data, Space and Geometry with 64% of our students scoring in the top three skill bands.
- Year 5 boys performed better than Year 5 girls in the test.

Progress in numeracy

Progress between Year 3 and 5 was able to be measured for 63% of our students. Although progress was below expected growth and state average, the number of students achieving in the higher skill bands has increased over the last three years. The results of this year’s NAPLAN Numeracy “value added growth” is of concern and a focus target will be developed to ensure positive growth (K-2) is maintained in stages 2 and 3 [See Target 1 2010]

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal Education is mandatory across the Northern Sydney region. The basic aim of Aboriginal Education is to foster an awareness of Aboriginal Australia and acknowledge the original and indigenous cultures by incorporating an Aboriginal perspective into the KLAs. Most Aboriginal Education is delivered through the HSIE programs. Thus, Stage 3 students completed a unit of work called The Australian Identity. They looked at how major Aboriginal identities helped to shape our society. Stage 2 students completed a HSIE unit on British Colonisation of Australia, the impact of white settlement on Aboriginal communities and the effects that has had on Aboriginal people today. Stage 1 students completed a unit called 'My Family'. They looked at how families were alike and different, incorporating Aboriginal families into this unit of work. They also studied Aboriginal folktales and legends and looked at Aboriginal art, incorporating some Aboriginal art techniques into their own art work with dot paintings. Thus Glenorie students are given the opportunity to learn about Aboriginal history, society and cultures either through a specifically planned unit or through a perspective in a KLA other than HSIE.

Multicultural education

Our school community continues to embrace its cultural diversity. Multicultural perspectives are embedded in all key learning areas. We contribute to social cohesion in our playground and classrooms by enabling our students, from many backgrounds, to socialise and solve problems together. Tolerance and an acceptance of diversity are actively encouraged and taught as part of our commitment to the teaching of values in our school.

Respect and responsibility

The school community engage in many activities that promote the values of respect and responsibility. The Values in Education Policy statement emphasises the need to promote values through all Key learning Areas, which we embed in all key learning areas, but particularly in HSIE and PDHPE. Students engage in role play, discussions, debates, questionnaires and interviews as they reflect and clarify their understanding of respect and responsibility. Students learn care, co-operation, democracy, excellence, fairness, integrity, participation, respect and responsibility. There are a number of school-based programs that support the development of respect and responsibility. These include:

- Value of the Month;
- Peer support;
- Buddy program;
- Students Representative Council; and
- Roots of Empathy.

The School leaders sign an oath as part of their induction ceremony and declare that they will abide by the school rules, conduct themselves in a worthy manner and demonstrate leadership through work, actions and deeds.

Other programs

Transition to School

Our high quality Transition to School program, involving Year 5/6 students as buddies and our preschoolers attending school for three half days in fourth term is becoming very well known and praised in the local area. Our transition program involves our new students attending regular Kindy classes in their school uniforms and having their morning tea with their buddy, joining in on the school routine. By the time they start school, it is as though they have been attending school for ever.

Learning Support Team

In 2009 Glenorie Public School continued to support and provides an inclusive school culture to meet the learning and social needs of students with a range of disabilities. Key strategies in 2009 included:

- individual learning programs being developed for eleven students by class teachers, in consultation with parents and the schools’ learning support team. State integration funding was used primarily to assist the students with their learning in mainstream classrooms;
- the school providing extensive support to students through literacy and numeracy intervention programs provided by support teacher learning assistants (STLA) and
- the provision of professional learning to assist teachers in the management of students with autism and communication difficulties.
• Norta Norta funding was utilised to provide additional support for Aboriginal students in literacy and numeracy.

Student Leadership

Student voice and leadership at Glenorie Public School remained an important priority throughout 2009. Features of this program included:
• Attendance at the Young Leaders Camp at Vision Valley in term one;
• the student council raising over $1000 for various charities including Stewart House council, SchoolAid foundation and Anglicare;
• student leaders conducting weekly whole school assemblies and school representation at community events e.g. Education Week & Anzac Day Service.

Information and Technology Communication

Glenorie Public School continues to be actively involved in the technology education of its students. Staff has continued to increase their level of expertise with ongoing training in using SmartBoards in all classroom, library and computer lab lessons.

The P&C funded eight laptops, providing one for each classroom and sixteen desktop computers were installed in the computer lab. Computers were upgraded in each classroom pod by a generous donation from The Hills Shire Council.

A new server was set up during Term 2 and this was donated through a community project sponsored by Bendigo Bank. This allowed Glenorie Public School to operate under the Northern Sydney Altiris project which has enabled the school to upgrade to the Department of Education and Training's standard for computers in schools. This enables the school to facilitate remote maintenance.

Computer Club continues on a weekly basis. Two students per class are rostered to attend. All classes are timetabled to have a minimum of one hour lab use per week.

Italian

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners.

Children at the school have the added advantage of being able to study a language. All students have two 45 minute sessions of Italian per week. During these sessions, students are exposed to the same strategies as in English; listening and responding, reading and responding, speaking and writing. These skills are necessary for effective interaction in Italian as well as in English.

Progress on 2009 targets

Target 1

To improve student learning outcomes in Mathematics, particularly numeration

Strategies to achieve this target include:
~ providing professional learning opportunities for teachers to have strategies necessary to explicitly teach numeration skills and knowledge (specifically with regards to multiplication and division) for all students K-6;
~ incorporating staff training opportunities to ensure all teachers have an awareness of the needs of higher achieving students and to thus ensure students performing well in Year 3 continue to develop at or above state-average growth when completing the Year 5 NAPLAN assessment; and
~ providing professional learning opportunities to ensure teachers are skilled in their ability to explicitly teach strategies to develop students’ speed and accuracy when completing operations of number tasks, particularly as related to multiplication and division.

Our success will be measured by:
~ improved student performance in Stage 3 NAPLAN Numeracy (Number), from 11% to 25% in the top two skills bands;
~ improved growth of at least 5% in Number as per “Value Added” aspects of the NAPLAN results (Year 3 – 5). It is anticipated that at least 70% of our students will grow by at least one skill band in 2009; and
~ the speed and accuracy demonstrated by students when completing division and multiplication tasks.

Target 2

To improve student learning outcomes in writing.

Strategies to achieve this target include:
~ incorporating training and development opportunities, for teachers to have a greater awareness of the social purposes of writing. Training activities will also be provided to ensure teachers have a better understanding of the fundamental components of writing;
~ providing additional teacher training to highlight strategies to use when aiming to increase student knowledge and enjoyment whilst writing; and
~ implementing training and development opportunities to increase teacher awareness of the importance of teaching writing by using real-life texts in classrooms, e.g. creative writing structure, text structure.
Our success will be measured by:
~ improvement in NAPLAN Writing Assessment and in-school results;
~ an increase in student enjoyment when writing; and
~ evidence of teaching strategies incorporating real-life, authentic texts.

**Target 3**

**To improve student learning outcomes for high achieving, gifted and/or talented students**

Strategies to achieve this target include:
~ providing professional learning opportunities for teachers to have the necessary strategies to identify and cater for the educational needs of high achieving, underachieving, gifted and/or talented students (K-6);
~ incorporating staff training opportunities to ensure all teachers are aware of and implement the Department of Education and Training “Gifted and Talented Education policy; and
~ establishing a school-based “Gifted and Talented” policy which will include an emphasis on in-class and enrichment group-based teaching strategies.

Our success will be measured by:
~ improved performance in Year 5 NAPLAN results for students who achieved above state-average results in Year 3. It is anticipated that at least 80% of our above-state average students from Year 3 2007 (based on NAPLAN results) will grow by at least one skill band in 2009;
~ an increase in enjoyment, achievement and engagement for students identified as gifted, talented, high achieving and/or underachieving; and
~ the full implementation and regular review of the newly developed Gifted and Talented Education Policy.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of school leadership, numeracy and literacy (grammar).

**Educational and management practice**

**Leadership**

**Background**

The area of school leadership was selected for review in 2009 following a number of changes in management and leadership practices over the last five years.

The surveys focused on the role of school leaders and the manner in which they guide the school community towards changes in practice, leading to improved outcomes for students.

All staff members and students from Years 2-6 completed the surveys.

**Findings and conclusions**

The majority of stakeholders who responded to the survey felt that school leaders inspire and motivate learners and continually strive for improvement within the school.

Most respondents indicated that school leaders had a thorough understanding of the school’s strengths and weaknesses. Almost two thirds of staff members agreed that leaders effectively implement change processes resulting in improved student learning outcomes while 95% of parents who responded believed this to be true.

The majority of staff members believed that school leaders demonstrate an interest in, and accept accountability for student learning outcomes, while half of the parents indicated that this occurred.

**Curriculum**

**Mathematics (Numeration)**

**Background**

The numeracy area of Mathematics, specifically problem solving, was selected by the School Evaluation Team for evaluation in 2009 as a part of the school’s continuing evaluation cycle. Parents, students and teachers were surveyed about aspects of this curriculum area.

**Findings and conclusions**

Detailed investigation revealed that 95% of students surveyed indicated that they believed the teaching of numeration to be an important part of schooling, but only approximately 75% indicated that they enjoyed participating in numeration activities. Interestingly, fewer Year 6 students indicated enjoyment when compared to the Year 3 cohort. Approximately 80% of the students surveyed suggested that their teachers provide challenging and/or interesting numeration activities.

Almost all (98%) of parents/caregivers surveyed indicated that they believed the teaching of numeration to be an important aspect of schooling and a similar proportion (97%) indicated that they believe our school provides appropriate numeracy programs, especially in terms of numeration.

A significant proportion of parents/caregivers surveyed (73%) indicated that they were not fully informed of numeration progress, made by their children. Focus group discussions, however, illustrate that although not formally informed, many parents are aware that their children do indeed make progress in numeration. Survey results and focus group discussions indicate that parents are generally pleased with the manner in which student
numeration progress is reported. Only approximately 65% of students indicated that they regularly discuss, with parents/caregivers, what they have learnt at school with regards to numeracy.

All teachers program numeration, particularly problem solving, according to stage.

Future directions
During 2010 the issues highlighted in this review will be addressed. We will specifically develop a K-6 Numeration Policy and associated practices. The policy will ensure problem solving in all processes of numeration are explicitly taught.

We will join with schools in the Galston Community of Schools group (Galston Public School) to access Regional Consultants to implement Teacher Professional Learning to address the area of problem solving in numeracy. Extra support time will be given to students operating below minimum standards in numeracy.

See Target 1 2010

Literacy (Grammar)

Background
In 2009 the area of literacy, particularly grammar, was selected as a focus area to evaluate teaching practices and to gather information to assist with future planning.

Findings and conclusions
All parents and 96% of students agreed that literacy, particularly grammar, was an important area of the curriculum. Almost three quarters of students indicated that their teachers gave them challenging and interesting grammar based lessons.

The grammar component of the English syllabus outcomes are always used as a basis for planning and assessment and teachers felt that most students were achieving stage appropriate outcomes. Teachers indicated that parents are not specifically informed about their child’s progress in grammar whilst half of the parents agreed that this did not occur. Most parents felt that they had a poor understanding of what their child was required to learn about grammar.

Almost all students enjoy doing grammar activities. The majority of parents indicated that they felt their child’s language/grammatical skills had improved due to the school’s literacy programs. All teachers have observed that students actively engage in and enjoy participating in challenging and interesting literacy lessons.

Future directions
A discrepancy exists between teachers and parents regarding reporting of student learning outcomes. This will need to be addressed through parent/teacher consultation to clarify expectations and improve communication regarding student progress.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

98% of respondents reported a high to very high level of satisfaction with the school and the programs it offers.

Professional learning
It is vital for student learning that all staff are regularly updating and improving their teaching and management skills. All staff at Glenorie Public School actively seek out and attend professional learning activities. In 2009 just over $7000 was spent on professional learning in the school.

The further development and knowledge by staff of literacy, was a focus area for the entire staff in 2009. The school combined with other schools (Galston Community of Schools) to hold a highly successful School Development Day on July 27 on various aspects of literacy. Other focus areas for professional learning have been on Mathematics, Writing, and Assessment and Reporting.

In 2010 the school intends to focus on numeracy and the teaching of literacy (reading and grammar). Computer Technology will also receive greater focus.

School development 2009 – 2011
The plan is developed in consultation with all aspects of the school community and is reviewed annually to ensure that our aims remain contemporary and in keeping with our school vision.

Targets for 2010

Target 1
To improve student learning outcomes in numeration, particularly problem solving.

Strategies to achieve this target include:

~ Providing professional learning opportunities for teachers to have strategies necessary to explicitly teach numeration skills and knowledge (specifically with regards to problem solving) for all students.

~ Incorporating staff training opportunities to ensure all teachers have an awareness of the needs of higher achieving students and to thus ensure students performing well in Year Three continue to develop at or above state-average growth when completing the Year 5 NAPLAN Test,
Providing professional learning opportunities to ensure teachers are skilled in their ability to explicitly teach strategies to develop students’ problem solving when completing numeracy task; and

Improving parent knowledge of mathematics curriculum and numeracy strategies through parent workshops.

Our success will be measured by:

- Improved student performance in Stage 2 and 3 NAPLAN numeracy (number), from 19% and 23% to 35% in the top two skills bands,
- The speed and accuracy demonstrated by students when completing problem solving questions; and
- Students being more engaged in Mathematics and seeing it as fun and competitive.

**Target 2**
*To enhance student performance in reading to be reflected in school and Nation wide assessments.*

Strategies to achieve this target include:

- use of quality teaching strategies by all staff to teach reading;
- all students levelled into guided reading groups on benchmarking for reading recovery levels, regularly adjusted to meet minimum state reading recovery levels K-2.
- implementation of regular guided reading sessions in all classes K-6;
- availability of suitable literacy resources across all student levels;
- whole staff participation in professional development on reading instruction using reciprocal reading strategies.

Our success will be measured by:

- improved NAPLAN results for reading from 28% to 40% in the top two skill bands in stages 2 and 3; and
- improved results in school assessment tasks.

**Target 3**
*To improve student learning outcomes in literacy, particularly with regards to grammar.*

Strategies to achieve this target include:

- Providing professional learning opportunities for teachers to have strategies necessary to explicitly teach the fundamental aspects of writing, particularly with regards to grammar; and
- Incorporating staff training opportunities to ensure all teachers have an awareness of stage-appropriate grammatical concepts.

Our success will be measured by:

- Improved student performance in Stages 2 and 3 (NAPLAN grammar and punctuation), with an increase of 10% of students performing in the top skills band;
- Improved growth of at least 10% in writing as per “Value Added” aspects of the NAPLAN Test results (Year 3 – 5). It is anticipated that at least 75% of our students will grow by at least one skill band in 2010 (NAPLAN writing).

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr