Messages

Principal's message


Glenorie Public School has successfully served the Glenorie community for 120 years and is located in a rural setting. The school enjoys a well-deserved reputation as a community school committed to educating our students for living and working in the 21st century.

Staffed by highly qualified teaching and support staff, our students receive comprehensive learning programs in all subject areas. We have an effective welfare and discipline program with a focus on social skills, decision making and citizenship. Catering for all students with varied learning experiences and encouraging creativity through a creative arts program of dance, art and music, we strive to foster the individual talents and interests of all our students.

The school is very fortunate to be well supported by an active and committed community that works closely with the school to further enrich school programs and resources. During 2008 the school was supported by Bendigo Bank and the P&C to enable us to replace the collapsing server, install another interactive whiteboard into one of our classrooms, supply each teacher with a laptop computer to use with their interactive whiteboards, replace all the desktop computers in the computer lab and the library and install computers in each classroom pod. These improvements came about through the hard work and dedication of the school and its community. The close teamwork and cooperation that exists at Glenorie identifies the school as a true learning community.

These improvements have occurred because we consider the importance of technology and innovation as a critical part of the students’ world and the complexities of the future.

We continue to value the unique connections we have with Galston High School and the importance this makes to the success of our students in the middle years of schooling and their subsequent transition to High School. We also value the partnerships with our business community as evident in their generous support that they give Glenorie Public School.

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 drawn from a strong and active community that supports our school and our students in all areas of learning. This year we welcomed a new principal, Mrs Lyn Pearce, who has continued to develop our school’s strong focus on technology. The P&C has responded to the principal’s wish list, with funding provided for eight lap top computers and an additional SmartBoard. This means that every classroom at Glenorie Public School now has a SmartBoard!

Our before and after school care facility has gone from strength to strength this year and is beginning to realise its potential as a funding source for our school. The P&C has focused on bringing the OOSH up to speed, technology wise, with the provision of a lap top, printer and an internet connection, meaning ease of contact for parents and more streamlined administration.

The P&C has also embraced sport this year with funding provided for a high jump mat and a subsidy of the Tri-skills outdoor sport program. The P&C has also funded a major renewal of the school audio system, thanks to Chris Gamlin and his continued efforts to match our needs with the right products and people.

The Country Fair run by Ms Marg Mackay with the full support of the P&C was a great success again this year and was very well supported by the wider community. A fresh new fundraising team did a great job with new initiatives including mobile phone recycling, family portraits and entertainment books.

The P&C are indebted to the parents and the Glenorie community for their continued support and actions that enable us to provide such great resources for our students. We are well prepared for and look forward to the challenges of 2009.

Carolyn Hall
P&C President 2008

**Student representative's message**

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.

Two students from each class are elected by their peers each semester to represent them at council meetings. These representatives regularly bring to the council meetings issues which have previously been raised in their classroom as matters discussion.

The students chair the meetings, table reports and record minutes and decide on what action needs to be taken about the issues raised.

This year the SRC has made changes to certain playground procedures, reviewed playing areas to make them safer, increased the amount of sports equipment issued at lunch times and requested that the oval be sprayed for bindies. The council also decided that we hold a talent quest to help Year 6 with their annual farewell. The SRC also runs the Easter Egg Raffle which raises funds for Stewart House which is the school’s main charity.

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>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>127</td>
<td>115</td>
<td>106</td>
<td>103</td>
<td>106</td>
</tr>
<tr>
<td>Female</td>
<td>113</td>
<td>112</td>
<td>96</td>
<td>88</td>
<td>92</td>
</tr>
</tbody>
</table>

Our students enjoy our guided reading programs
Student attendance profile

Attendance rates improved during 2008 as a result of increased communication with the parent community and also at assemblies, to encourage all students to attend school on a daily basis.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.7</td>
<td>93.7</td>
<td>94.1</td>
<td>94.7</td>
</tr>
<tr>
<td>Region</td>
<td>95.7</td>
<td>95.7</td>
<td>95.7</td>
<td>95.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Structure of classes

There are three multi-aged classes among the eight class groups. Kindergarten classes all remained at or 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 2008 and this will continue in 2009.

<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>6.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</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>11.236</td>
</tr>
</tbody>
</table>

Staff retention

In 2007 Neil Tribe retired as Principal of Glenorie Public School. Karen Hugo was Relieving Principal for the first term of 2008. Lyn Pearce was appointed to Glenorie Public School in Term 2 as the new Principal. Maegan Packenham has replaced Kristen Dring on maternity leave this year.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.7%.

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>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>KG</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K-1H</td>
<td>K</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>K-1H</td>
<td>1</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3-4K</td>
<td>4</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>3-4K</td>
<td>3</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>25</td>
<td>25</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.

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>79,994.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>118,008.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41,619.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>80,183.00</td>
</tr>
<tr>
<td>Interest</td>
<td>6,428.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8,158.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>334,390.00</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>6,214.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>24,391.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>30,335.00</td>
</tr>
<tr>
<td>Library</td>
<td>1,923.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6,753.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40,998.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14,590.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>36,390.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29,324.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,388.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7,749.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>28,291.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>232,346.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>102,044.00</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 2008 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 2008

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 band has had another successful year, performing with enthusiasm at School Assemblies, Glenorie Country Fair, Grandparents' Day and Father's Day. A 'Musical Evening' was also held at the school whereby each student performed a solo piece for parents, the evening concluding with a whole school band performance. Vision Valley was again the venue for the annual band camp where students were able to join with other schools in an informal weekend of playing their instruments, making friends, and having a great time.

Dance

Years 1 through to 6 have been offered the opportunity this year to develop their creativity and artistic expression through the medium of dance. The dance group performed at the Hills Performing Arts Festival where they were a star performance as the finale to the concert and in front of their peers at the Glenorie Country Fair and on Grandparent's and Family Day.

Choir

This year, the Choir, conducted by Ms Mackay, consisted of over fifty children from Years 1-6. All children in Year 3 participate in the Choir but there was such a high level of interest from some children that fifteen students from Years 1 and 2 joined the Choir this year. Most of their preparation for the year was focussed on the Hills Performing Arts Festival.
Performing Arts Festival on 1st September where the Year 3-6 Choir members performed nine songs throughout the evening with the Massed Choir of over 200 children from schools in the Cluster. As well as performing for Assemblies, the Choir has been a feature at Grandparents Day, the Country Fair and Presentation Night.

Chess

Chess continued as an engaging lunchtime activity in second, third and fourth term with Years 2-6 enjoying the opportunity to play weekly in the library. The popular giant chess sets were available for outdoor use extending the variety of play equipment for the children.

Sport

Glenorie Public School promotes a safe and healthy lifestyle amongst its students by establishing and maintaining effective sporting programs. Throughout 2008, students have enjoyed participating in a range of different games and sports whilst achieving high participation and enjoyment. Weekly house sport and class fitness programs focus on developing both gross and fine motor skills whilst ensuring that sportsmanship and fair play are maintained.

Swimming, Athletics, Cross Country and Ball Games Carnivals were successfully held utilising local sporting amenities. High student participation and family involvement ensured that our carnivals remain an integral part of the school calendar. Following our school carnivals, over 60 students qualified to represent our school at all Zone Carnivals. All students who represented the school did so with distinction. Some students who achieved outstanding results are:

Patrick Walsh, Beecroft Zone Representative, Area Swimming Carnival, 10yrs 50m Freestyle.

Imogen Terry and Shirona Thompson, Beecroft Zone Representatives, Area Cross Country Carnival, 11yr Girls.

Jimmy Stewart, Northern Sydney Representative, State Athletics Carnival, Senior Boys Shotput, Zone Record Holder.

In 2008 Glenorie Public School has enjoyed the support of several private enterprises. AFL NSW has delivered several clinics within the school and sponsored an AFL Gala Day for our cluster of zone schools. A total of 48 students attended the Gala Day absolutely free of charge.

Sports In Schools Australia delivered a fundamental movement skills program over a ten week period. The program was very well received by the entire school community, with the P&C subsidising the deliverance of the program to our students. With over one million dollars worth of equipment, Sport In Schools Australia provides exciting and unique sporting opportunities for our students and we look forward to a continued partnership in 2009.

Other

Environmental Education

This year Glenorie Public School has seen a continued emphasis on environmental matters. We are lucky enough to have an Environmental Centre on the school ground that houses a natural museum. All students from Kindergarten to Year 6 have been involved in clearing the area in the North East corner of the school for planting and regeneration. This has involved lessons with the Hornsby Council on plant identification and regeneration. This has now become an outdoor lesson area.

The Hornsby Council, in conjunction with the school, have completed the management plan for the environmental area which has one of the few areas of turpentine ironbarks remaining in the area.

The school was once again involved in ‘Plant a Tree’ day and planted one hundred roses, donated by Baulkham Hills Shire Council, lining the front entrance.

Streamwatch which has had the largest numbers of students this year were involved in testing the water from two local creeks for turbidity, e-scan, Ph, temperature, faecal coli form, phosphate and dissolved oxygen. These results were entered online to Sydney Water and local councils.

All students attended a “Waste Watchers” program run by Hornsby Council, which has encouraged our Year 5 recycle team to continue their fantastic recycling program into 2009.

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 2008 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. Sarah Pernice and Nick Jones (Stage 2) and Isaac MacCarthy 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. on the 26th June 2008. 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 Hannah Ridley, Nathan Clark, Nathan Black, Callum Frazer, Perry Hall, Stuart Macpherson, Kyle Creighton and Gemma Chedid proudly and confidently presented solid arguments that resulted in Glenorie winning two out of the four debates in which they were involved.

Premier's Reading Challenge

This year the Premier's Reading Challenge was successfully completed by 39 students in grades 3-6. Each student was required to read 20 books (15 from a specific list and 5 of their own choice) and complete their entry online.

During Term 2 the author, Ian Irvine, visited the school to speak to the students about his new children's series "Thorn Castle".

Two very successful book fairs were held this year. The first was a Scholastic Book Fair which was held on Education Day and over $4000 worth of books was purchased by the students and their families. Many thanks to Nicole Fox, Rita Gamlin and Jenny Russo for organising this event. The second was held on Grandparent's Day and the books purchased were donated to the library. Over $1000 worth of quality books were added to our library.

Dad’s and Granddad’s Big Breakfast

A ‘Dad’s & Granddad’s’ Big Breakfast was held in conjunction with Father’s Day 2008. The aim of the celebration was to invite fathers and male role models into the school to acknowledge their contributions to the welfare of children. This program has been inspired and supported by ‘Dads in Education’. During the event, students from the school band played a number of pieces for our visiting dads. The event proved a huge success in encouraging fathers’ participation in our school culture. 120 students, male participants and staff attended the function.

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 2008, 25 students in Year 3 sat the NAPLAN test in Literacy. All English Second Language students and students involved in Integration programs were involved.

Analysis of the data shows:

- In overall literacy 64% of our students scored in the top two bands, compared to 49% state wide.
- In reading 56% of our students scored in the top two bands, compared to 47% state-wide.
- In Grammar and Punctuation 60% of our students scored in the top two bands, compared to 43% state-wide.
- In writing 72% of our students scored in the top two bands, compared to 54% state wide.
- Year 3 girls performed marginally better than Year 3 boys in the test.
- 48% of our year 3 students scored in the top two bands in spelling.

120 dads and their children attended our Father’s Day breakfast.
Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 writing
Literacy – NAPLAN Year 5

In 2008, 27 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 75% of our students scored in the top three bands, compared to 63% state wide.
- In reading 45% of our students scored in the top two bands, compared to 33% state-wide.
- In language 34% of our students scored in the top two bands, which was below the state levels of 36%.
- In writing 82% of our students scored in the top three bands, compared to 65% state wide.
- Year 5 girls performed significantly better than Year 5 boys in the test.
- In Reading students have improved in Band 8 compared to 2007.
- 53% of our year 5 students scored in the top two bands in spelling.
Progress in literacy

The growth in reading for our students in Year 5 at Glenorie Public School was slightly below the state average in 2008 as indicated in the graph. The school's average progress in reading is showing a steady increase over the years.

89% of our current Year 5 students also sat for the NAPLAN at Glenorie Public School in Year 3 2006. Approximately 59% of the matched students in Year 5 have made growth since Year 3 in Reading. It is our school's expectation that students progress at least one skill band in literacy between Years 3 and 5. Our NAPLAN results indicate that the average progress for writing was 34.5 for our Year 5 students. The results of this year's NAPLAN Writing “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 2 2009]

Numeracy – NAPLAN Year 3

In 2008, 25 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 76% of our students scored in the top three bands, compared to 67% state-wide.
- Year 3 showed an overall mean trend decline in numeracy.
- The highest performance area was in the measurement, data, space and geometry with 84% of our students scoring in the top three skill bands.
- Year 3 boys performed better than Year 3 girls in the test.
Numeracy – NAPLAN Year 5

In 2008, 25 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 38% of our students scored in the top three bands, compared to 52% statewide.
- Year 5 has shown a gradual trend decline in the mean to below the state mean.
- The highest performance area was in the number, patterns and algebra with 48% of our students scoring in the top three skill bands.
- Year 5 girls performed better than Year 5 boys in the test.

Many students play in the school band

Progress between Year 3 and 5 was able to be measured for 89% 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 2009]
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 2008

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3 students achieving at and above minimum standard</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>88</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>88</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>96</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 5 students achieving at and above minimum standard</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>96</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>93</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>96</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>89</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>96</td>
</tr>
</tbody>
</table>

Multicultural education

The school values and celebrates multicultural differences and encourages students to identify with and be proud of their individual cultural heritage. 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

Respect for self, others and property as well as responsibility for individual actions form the basis of our student welfare policy and values education program. Core values are explicitly taught in the classroom and the school holds an expectation that these values will be upheld by every student in the school and supported by the community.

Throughout 2008, the following activities assisted our students to become citizens who uphold the values of integrity, respect, cooperation, care, democracy, excellence, responsibility, participation and fairness:

~ thorough exploration of the DET Core Values and school rules;
~ peer support Program focusing on tolerance and respect; and
~ attendance of student leaders at leadership training courses.

At all times the school staff value and promote respect for others, the need to feel safe and strive to build student self esteem.

Other programs

Learning Support Team

At the end of Term 3 2008 there were thirty-two children involved in the Learning Assistance Programme, of whom three were Early Stage 1 children, eighteen were Stage 1 children, nine were Stage 2 children and two were Stage 3 children. The focus of the program centres on the development of literacy and numeracy skills in children identified as requiring assistance in these areas through previous NAPLAN Testing, referral to the school's Learning Support Team, or teacher assessment or observation. The program involves withdrawal of children where necessary for specific instruction, teacher support, preparation of individual class programs, or instruction through programmes such as Peer Tutoring, which involves Stage 1 and Stage 3 children. Ongoing assessment and monitoring indicates that children participating in the program demonstrate developing skills in the focus areas, while those children who have achieved the anticipated stage outcomes have been returned to the full class program and are monitored.

Significant programs and initiatives

Aboriginal education

Aboriginal Education at Glenorie Public School fulfils one of the mandatory perspectives of the curriculum. Aboriginal Education aims to promote the recognition and understanding of Aboriginal cultures and to educate all children about Aboriginal and Torres Strait Islanders. Aboriginal culture and history are studied mainly in Stage 2 in the units of work dealing with the colonisation of Australia. An Aboriginal perspective should be incorporated into all KLAs. For example in Literacy, children will read and study Aboriginal stories and storytelling. Aboriginal art and music is dealt with in creative and practical art lessons. This year we also had a visit from an Aboriginal and Torres Strait Islanders group who reinforced what the children had learnt in class, and presented lessons in art and craft dance, head dresses, cultural stories and music.
Drug Education

The Drug Education program was implemented in Term 3. The program was based on the Life Education program which incorporated a lesson for each class from Kindergarten to Year 6, conducted by Life Education personnel.

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 Baulkham 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

At Glenorie Public School we recognise that "achieving proficiency in other languages is one of the great learning experiences in the human condition……the compelling reasons for learning languages reside in the intellectual enrichment of the individual learner – a better understanding of the world, Australia’s place in it, and the many communities within Australia.” (Australian Language and Literacy Council, 1996, Language Teachers; the Pivot of Policy, Australian Government Publishing Service, Canberra.)

All students at this school learn Italian and about that country’s culture. Italian lessons are made up of two, 45 minutes periods per week. Italian is a component of the K-6 HSIE Key Learning Area.

In the early stages more emphasis is placed on shared reading, songs, games and role-play. In the later stages there is more concentration on presenting information and applying correct grammar.

Learning Italian involves the students in listening, reading, speaking and writing. It thus uses and reinforces the skills learnt in English.

Progress on 2008 targets

Target 1. To improve the learning outcomes for students in the area of Literacy.

Strategies to achieve this target include:

- TPL for all staff in guided, modelled and independent reading procedures for effective Literacy outcomes
- Support teachers in the planning, programming and delivery of Literacy programs across Stages.
- Promote active school involvement in the QTP and CTJ.
- Promote Literacy through the Premier’s Reading and Spelling Challenges and Scholastic Book club to encourage reading for pleasure.
- Implement a whole school Home Reading Program across all stages.
- Provide parent information sessions
- Improve and extend communication with the use of School Bulletin, parent forums, P & C meetings and email.
- Purchase and implement a Lexile levelling system for 1– 6 students.
- Encourage students to participate in external competitions

Our success will be measured by:

- Improved student outcomes in Literacy reflected in collected data.
- Staff familiar with standardised assessment tasks – when and how to use them
Encourage participation of students in Premier’s Reading and Spelling Challenges and Scholastic Book club
Parents attend information and training sessions, implement programs and assist in the classrooms
Staff trained and familiar with Lexile levelling system 1-6
Compilation of K-6 grade appropriate Assessment Resource Folders
Students actively engaged in selection of appropriate reading material

Target 2. To improve the learning outcomes for the students in the area of Mathematics (Numeracy)

Strategies to achieve this target include:
- Continue implementation of CMIT
- Review of CO programs and NAP results for Stages 2 and 3
- Implementation of a Maths program K-1, 4 days per week where students are placed in Maths ability groups, according to SENA results, working with class teachers, support staff and parent helpers.
- CTJ procedures e.g. single markers for all assessment tasks.
- Specific stage planning to ensure consistency of delivery of Maths programs.
- Provide opportunities for staff to share innovative numeracy teaching at stage meetings
- Allocate learning assistance time and enable support staff to assist students with specific numeracy needs

Our success will be measured by:
- Improved student outcomes in Mathematics reflected in SENA
- Utilisation of results from NAP for future planning and programming
- Teachers expressing satisfaction with structure and effectiveness of ability groups
- Compilation of K-6 grade appropriate Assessment Resource Folders
- Teachers programs and assessment procedures will reflect CTJ principles.
- Teachers K-6 are implementing all strands of the Maths syllabus
- Teachers programs reflect syllabus and school scope and sequence
- Annual recall of equipment to ensure all stages are adequately resourced.
- All staff engaged in sharing teaching strategies
- Utilise NAP results to target students performing below state average.

Target 3. To enhance the learning outcomes for students and improve the skills of teachers in the area of Information Technology

Strategies to achieve this target include:
- Continue the implementation of the Technology Scope & Sequence
- Provide TPL for staff in use of Interactive Technology
- Install one more SmartBoard in K/1H
- Update our school website
- Implement use of digital portfolios using Eduweb across all stages
- Continue and enhance e-learning strategies across compatible stages
- Continue to enhance effective ICT skills through classroom practice

Our success will be measured by:
- Teachers programs reflecting use and understanding of Scope & Sequence
- Continued engagement of staff and students in learning technologies
- Teachers using Smartboards in the classroom across KLAs on a daily basis
- Improved school promotion and communication across the community
- Improved technology-based learning and student engagement with digital technology on a daily basis.
- Digital presentations at school functions and community presentations
- Demonstrated effective use of Eduweb by staff
- Teachers programs reflect use of multimedia strategies
- New hardware with standardised specifications
- Technical issues resolved in a shorter time

Target 4. To contribute to the professional growth of staff and improve student outcomes

Strategies to achieve this target include:
- Development of a process and a Professional Learning Team to consider all TPL applications
- Each teacher develops personal goals for their professional learning (QTPL)
- TPL on current DET initiatives and staff requests
- Raise awareness and support staff efforts to apply the principals of QTPL to their teaching programs. 
- Develop a skills plan across stages in all priority areas
- Flexible staffing arrangements to encourage active participation in QTPL and CTJ
Our success will be measured by:

- Successful implementation of programs that reflect school priority areas as per the management plan and Annual School Report
- Ongoing attendance at appropriate professional learning courses.
- Increased feedback through regular reporting at T&D.
- Teaching programs and classroom practice reflect the development of new skills and procedures.
- Opportunities offered to staff whom aspire to leadership positions

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 2008 our school carried out evaluations of school leadership, numeracy and writing.

Educational and management practice

Learning (Gifted and Talented education)

Background

The area of “learning” was undertaken during 2008. It was the basis of a major review of the school’s management and educational practice in terms of learning. Particular attention was given to the evaluation of how our school caters for the educational needs of high achieving, gifted and/or talented students. Evaluation instruments included a review of current policies and associated documentation, an analysis of teaching and learning programs and surveys. This review was conducted by members of the school executive and the Teaching and Learning Team.

Findings and conclusions

The data analysed related directly to two aspects of learning: how the school currently meets the needs of high achieving students and how informed parents/caregivers are of our policies and practices. Specifically, the analysis of current documentation, undertaken by key staff members, identified that many current school-based programming practices catered for the learning needs of high achieving students; however, greater work is needed to ensure all teachers cater for the needs of the students exhibiting well-above average learning behaviours.

Parent survey results indicated that our school has a clear focus on improving learning opportunities for students. Approximately 90% of parents agreed that their children’s educational needs are being met by the school and that students with high educational needs are being catered for via class programs.

Careful review of survey data specifically relating to gifted and talented education policies and practices revealed that approximately 50% parents/caregivers do not have an awareness of our school’s Gifted and Talented Policy. Similarly, only approximately 60% of parents/caregivers indicated awareness that the school operates targeted enrichment programs.

Many of the respondents to the surveys indicated that they were unsure of the school’s programs designed to cater for high achieving (and indeed underachieving) students.

Future directions

Areas identified for improvement were those of policy development and systematising teaching and learning programs.

The school will address the issue of catering for high achieving, gifted and/or talented students by:

- providing professional learning opportunities for teachers to have strategies necessary 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’s “Gifted and Talented Education” policy;
- establishing a school-based “Gifted and Talented” policy which will include an emphasis on in-class and enrichment group-based teaching strategies; and
- effectively communicating school-based policy and procedures to parents and caregivers.

See Target 3 2009

Curriculum

Mathematics (Numeration)

Background

The Key Learning Area selected for review for 2008 was mathematics, specifically numeration. Evaluation of mathematics was undertaken as part of our school’s three-year plan to review and revise all curriculum-related programs.

Evaluation instruments included an analysis of teaching and learning programs, review of current teaching practices, analysis of state-based (NAPLAN) data as well as student (Yr 3-6) and parent/caregiver surveys. A small focus group of parents (10 parents) was also interviewed.
Findings and conclusions

Detailed investigation revealed that 95% of students surveyed indicated that they believed mathematics programs 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 mathematical (numeracy) activities.

Almost all (99%) of parents/caregivers surveyed indicated that they believed mathematics to be an important aspect of schooling and a similar proportion (95%) indicated that they believe our school provides appropriate mathematical programs, especially in terms of numeracy (particularly addition, subtraction, multiplication and division).

A significant proportion of parents/caregivers surveyed (73%) indicated that they were not fully informed of mathematical progress made by their children. Focus group discussions, however, illustrate that although not formally informed, many parents have awareness that their children do indeed make progress in mathematics. Survey results and focus group discussions indicate that parents are generally pleased with the manner in which student mathematical progress is reported. Only approximately 75% of students indicated that they regularly discuss, with parents/caregivers, what they have learnt at school with regards to numeracy.

All teachers program mathematics and, according to stage, all teachers explicitly teach numeration (operations of number – mental computations).

Future directions

During 2009-10 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 speed and accuracy are explicitly taught when students are learning multiplication, division, addition and subtraction. See Target 1

2009

Other evaluations

Student, teacher and parent satisfaction

The results from surveys seeking information about mathematics, gifted & talented education and writing highlighted the fact that the overwhelming majority of staff, students and parents rate their satisfaction with the school very highly. The positive nature of comments made by parents and students indicated a very high satisfaction with the school. Whilst formal survey questions did not seek information about attitudes towards school-life, anecdotal evidence suggests that most stakeholders are satisfied with Glenorie Public School.

Professional learning

In 2008 all staff participated in professional learning activities delivered in different ways, from whole school development days to smaller, more focused professional learning activities. An average of $735 of professional learning funds was spent on each teacher. Over $6000 was spent on both quality teaching activities and leadership and career development.

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 2009

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:

~ improved student performance in Stage 3 NAPLAN writing, from 26% to 35% in the top two skills bands;
~ improved growth of at least 5% in writing as per “Value Added” aspects of the NAPLAN results (Year 3 – 5). It is anticipated that at least 30% of our students will grow by at least one skill band in 2009;
~ 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 strategies necessary 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.

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: