School Context
We started the 2014 school year with 225 students. There were 115 boys and 110 girls in 9 classes – 3 mainstream classes and 6 composite classes. Only 22% of our student population comes from a language background other than English (LBOTE).

By November, our numbers had increased to 238 students with the Department of Education and Communities (DEC) providing us with another classroom teacher in 2015.

Principal’s message
This year has seen strong academic achievement and growth for students, interesting and stimulating teacher professional learning, fantastic opportunities for students to perform in the creative arts as well as in sport and a number of wonderful community events like our school Country Fair.
We had a difficult start to 2014, with the sudden loss of our Italian teacher, Giulia Lo Grasso. This was a very sad time for our staff and students. We celebrated her life by planting nine olive trees to surround her sandstone plaque. We will always remember her as a kind and caring teacher.
We are grateful and value the involvement and support given to us by so many parents. Without the P&C committees, the fundraising, the sports coaching assistance, the participation in the classroom programs and the library, the school would not be able to offer the rich experiences that nourish students’ interests and talents.
The school also introduced the NSW Syllabus of the Australian Curriculum throughout the year. A comprehensive process ensured all staff was well equipped to implement the new syllabus across the school.
The school laptop program continued throughout the whole of the upper school with a further 10 laptops purchased for use in Year 3-6. Adding to this, 32 iPads were purchased to facilitate the teaching and learning within the 21st century fluencies for use in the Kindergarten to Year 2 classes. Along with this equipment, trolley cabinets were purchased to securely house the devices.
The school has had outstanding success in sport this year with 3 students representing the state. These students have represented the school with distinction not because of their results but because of their character.

The schools has set goals and measured progress in partnership with parents and school communities. Together, with the use of parent surveys we have formed the School Plan for 2015-2017.
I would like to congratulate the P&C for their support of children, their education and the school, not only physical resources but in bringing about continual improvement to the school.
Finally I want to congratulate our staff. Their hard work, commitment and determination will ensure all students are working towards their potential.

Lynette Pearce

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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
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<td>112</td>
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<td>113</td>
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</tr>
<tr>
<td>Female</td>
<td>92</td>
<td>107</td>
<td>109</td>
<td>117</td>
<td>116</td>
<td>117</td>
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</tr>
</tbody>
</table>

Student attendance profile

Attendance patterns at Glenorie Public School are around the same as those of other schools in the Northern Sydney Region. Student attendance is carefully monitored and continues to be above state.
The school hosted weekly TPL sessions led by either the principal, executive staff or teacher specialists. Teachers also engaged in professional dialogue at weekly team meetings.

The development opportunities offered to staff directly supported and linked to our school targets or specifically focused on an individual area of need or interest.

During 2014 the staff actively and enthusiastically engaged in a wide variety of courses, workshops and information sessions. A number of teachers attended the Introducing the Australian Curriculum K-6: Combined Primary Network Meeting which provided valuable preparation for planning in 2014.

SASS staff attended Financial Literacy & Decision Making & Strategic Financial Management for NSW Public Schools.

All teachers participated in a number of online courses in the NSW Australian Curriculum in Mathematics and History throughout the year.

All teachers extended their effective use of technology by attending.

Two teachers participated in Early Career Teachers courses and Personal Learning Plan development.

All teachers completed the Online Training-Count Me in Two.

The entire staff undertook Strengths Based Leadership development to work on our strengths to develop a whole team approach.

All staff was updated in training related to CPR, anaphylaxis, asthma and Code of Conduct.

Teachers also attended sports Meet Manager courses.

All K-6 teachers were trained in PLAN, attending a number of workshops and entering data on all students throughout the year.

Beginning Teachers

In 2014, Glenorie Public School had two beginning teachers. The Department of Education allocated and funded additional time for professional learning for these beginning teachers. Professional learning undertaken by teachers improves their individual professional practice. Together these teachers used this time to work with a mentor to reflect on, receive feedback and improve their teaching. The teachers worked together to write a Mathematics

<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>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Part-time Teacher</td>
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<tr>
<td>Teacher RFF</td>
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</tr>
<tr>
<td>Community Languages Teacher</td>
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</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
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<tr>
<td>Total</td>
<td>14.900</td>
</tr>
</tbody>
</table>

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

Glenorie Public School is committed to providing Indigenous Australians with every opportunity to undertake employment opportunities as they arise. In 2014 we did not have any Indigenous Australians undertaking roles in the school.

Teacher qualifications

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

<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>

Professional learning and teacher accreditation

Glenorie Public School has a strong culture of professional learning (TPL) amongst the staff which is evident in their effective teaching and work practices. The non-Aboriginal population of the school has been increasing which is evident in their effective teaching and professional learning (TPL) amongst the staff.
scope and sequence, a series of Mathematics lessons and a set of assessment tasks.

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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>478128.61</td>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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</tr>
</thead>
<tbody>
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<td>Key learning areas</td>
<td>33104.58</td>
</tr>
<tr>
<td>Excursions</td>
<td>26209.65</td>
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<tr>
<td>Extracurricular dissections</td>
<td>31254.05</td>
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<tr>
<td>Library</td>
<td>5254.57</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>897.67</td>
</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>54451.31</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>27815.35</td>
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<td>Trust accounts</td>
<td>3152.56</td>
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<tr>
<td>Capital programs</td>
<td>36157.50</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>397055.94</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>81072.67</td>
</tr>
</tbody>
</table>

The balance of $81072.67 carried forward includes money held in trust and tied accounts as well as unpaid orders and invoices. Provision for asset replacement is part of these funds.

A full copy of the school’s 2014 financial statement is tabled at the first P&C meeting in the new school year. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Glenorie Public School provides opportunities for students to participate and excel in a variety of activities. These activities provide for cultural and sporting experiences.

Achievements

**Arts**

Bonny Fitton participated in our after school art classes with a number of students from the school. Artistic talents are encouraged and nurtured at Glenorie Public.

**Band**

The Glenorie Public School Band has just completed an excellent year of learning and performing. We now have 30 members from Year 3 to Year 6. Our repertoire continues to change and we play a variety of music from jazz pieces like Band room Boogie to the popular music including ‘What makes you Beautiful’ by One Direction and ‘Rolling in the Deep’ by Adele.

In 2014 our performances included Grandparents Day/Open Day and the School Performance Night. At the end of Term 2 the band performed its own concert for the parents and families of the band students. A new performance opportunity this year saw the Glenorie Public School Band combine with Kenthurst Public School Band and travel to Arcadia to perform a concert for the new Arcadia Public School Band. During Week 10 this term the members of the Junior Band visited the primary classrooms to play Christmas Carols for the students.

Early in Term 4 the Senior Band students played a concert for the Stage 2 and 3 students to demonstrate the various instruments played in the band. As a result of this excellent performance we had a record 35 students trying out instruments to join the band for 2015.

Although we lose 9 very valued Year 6 students the band can look forward to a successful 2015.
Dance

We have had a very successful year, once again, at Glenorie in Performing Arts. For the second year, we hosted our annual Performance Evening, showcasing Dance, Drama, Choir and Band, which was a fantastic success! Our dance groups this year consisted of a junior, Years 1, 2 & 3 and a senior of Years 4, 5 & 6. All Year Six students who wished to participate were allowed to join, as it was their final year to do so. The remaining positions were filled through tryouts for anyone who wished to give up their lunchtime. Both dance groups consisted of boys and girls and accommodated a range of abilities and styles.

The Junior Dance group was choreographed by Semra Evirgen and Emma Johnston; in consultation with Miss Pavett and Miss Phillips, who worked tirelessly to learn and teach the dance. The dance was a jazz dance with an African theme performed to Katy Perry ‘Roar’. The two boys of the group, Jayden Azzi and Noah Everett were on safari, travelling through the African wilderness, spotting wild animals along the way. The performance was such a success and praised so highly that the group was asked to perform at Kindergarten Orientation; a fantastic tribute to a year of hard work and endless lunchtimes of rehearsal.

The Senior Dance group was again a joint effort in choreography, a huge thank you to Imogen Norton for her hard work and dedication. The group performed a contemporary piece to ‘Summertime Sadness’ by Lana Del Ray. The girls and boys enjoyed many performances throughout the year including Grandparents Day and Performance Evening.

Both dance groups executed their item with flair and polish and they received high praise for their efforts from staff, peers, family members and friends.

Choir

Junior Choir:

This year, the Glenorie Public School Junior Choir comprised of students from 3H and the Year 3 students from 3/4P. They did not participate in The Hills Performing Arts Festival due to its relocation to a Penrith venue. As a result, the Junior Choir were actively involved in performing at all major school events, throughout the year, in order to provide quality performance opportunities for our talented students to apply their learning. The Junior Choir have studied a variety of musical pieces, which have built in complexity as the year progressed, strengthening and developing their singing skills and musicality. The main focus of their training centered on timing, rhythm, beat, pitch and dynamics. They have enjoyed performing on Harmony Day, where they sang ‘Proud to be Australian’, Grandparent’s Day, where they performed ‘Blue Moon’, Performance Night, where they presented ‘Epo’ and Presentation Night, where they staged ‘A Christmas Oddity’. As part of Glenorie Public School’s commitment to creating and maintaining connections to the wider community, the Junior Choir presented various Christmas carols to the elderly residents of Rowland Village, Galston. These opportunities have also included creative movement and dramatic features and have been instrumental in their increasing stagemanship and confidence. They have become great singers, who now possess the foundational skills to participate in the Senior Choir, should they wish to take up that opportunity in the future.

Senior Choir:

In our 2nd year of participating in the ArtsNorth Primary Choral Concert Series, 22 talented singers from Years 4 – 6, enjoyed the opportunity
to sing at the Sydney Town Hall on the 19th August, 2014. This allowed senior students, interested in performing arts, to work with award winning musicians, conductors and students from across the Northern Sydney Region and to gain unprecedented access to a world class venue. Work commenced on their repertoire in Term 2. The repertoire was particularly complex this year, including an original piece composed by Paul Jarman, commissioned by the NSW Department of Education and Communities specifically for the ArtsNorth Choral Festival, to commemorate the Centenary of the ANZAC Spirit. The participation in the Senior Choir required a significant level of dedication and commitment to achieve the outstanding outcome they enjoyed. Essential to preparation for this event were two whole region rehearsals, one at Chatswood High School and the other at the Sydney Town Hall. On both occasions the students were a part of a massive and impressive performance group and were required to demonstrate a high level of self-discipline and musical knowledge.

Next year, Glenorie Public School has again nominated for inclusion in the Northern Sydney Region ArtsNorth program which, if successful, will allow our senior singers to perform at the Sydney Opera House in 2015.

**Sport**

Glenorie Public School continues to show development and achievement within the sporting arena. In 2014, Glenorie PS participated in all zone sporting carnivals, with three students attaining state level. All students who represent our school at sporting events do so with great pride and always display great sportsmanship. The Swimming Carnival was again a huge success this year with 100% involvement from all children. The Glenorie Public School team that went on to the Sydney Aquatic Centre for the Zone Carnival was outstanding and achieved great results. Tane Bidois gained 1st place in the 9 year 50m Boys Backstroke where he broke a state record and 2nd in the 9 year Boys 50m Freestyle. He also represented the Northern Sydney Relay team and gained 3rd in the 4x100m Boys Relay.

Our Cross Country Carnival was another successful carnival. Benjamin Black came 4th in the Northern Sydney Cross Country Carnival and went on to represent the Northern Sydney Team at State Cross Country at Eastern Creek. He gained 15th place which was a huge achievement. Many children represented our school in both track and field events at the Zone Athletics Carnival. Congratulations to all of these children. Neo Tschepen came 3rd in the Senior Girls 100m at the Sydney North Athletics Carnival. Neo then represented the Northern Sydney team at the State Carnival where she ran a superb race against some fierce competitors in October.

In soccer, Trent Dalton and Benjamin Black represented the Beecroft Zone Soccer Team and gained a place in the Sydney North Team to play in a Gala Day. Our two boys displayed excellent sportsmanship.

The Beecroft Zone Cluster 3 weekly competition continued throughout Term 3 in 2014. Glenorie was able to field three netball teams and four Aus Tag teams with over 60 students attending. The children participated in friendly competition games against, Galston, Hillside, Arcadia, Annangrove and Middle Dural Public schools each Friday morning. Those students who didn’t participate in the PSSA events refined their tennis skills under the proficient coaching of Glenn Gittens and his coaches (GG’s Tennis). These students walked to Les Shore Oval each Friday for group sessions.

Our Senior and Junior students had the opportunity to participate in one tackle and two tag NRL Gala Days playing other schools in the Northern Sydney Region. Our Junior Boys and Junior Girls represented the school at the Finals day at Mount Colah in November. Our children were once again outstanding ambassadors for
our school displaying an outstanding level of sportsmanship.

Glenorie PS continued to use the expertise of the Activate Sports Group to deliver an outstanding gymnastics program to all students from K-6. Students rotated through a number of different gymnastics disciplines and used a range of different apparatus. The students actively revised the basic fundamental movement skills required within the PD/H/PE curriculum whilst learning about the physical demands of the sport of Gymnastics.

One of our outstanding swimmers, Tane Bidois has yet again obtained a Beecroft Zone PSSA Award for gaining the highest accolade for his sport. This year Tane was still too young to compete at National level for his age group. For the past two years Tane has represented the State for swimming and next year if he is successful can compete at National level. This has proven to be another spectacular year for this amazing athlete.

Other

Chess

Chess this year has been very exciting, meeting every Wednesday during lunch in the Library. Both new and previous members from Years 3-6 participated in fun learning sessions and scored points for each game they played. This year chess members learnt how to set up a board correctly and a new move called ‘castling’ which was then employed by many to save their ‘king’.

Based on points scored in Terms 1-3, we then commenced Term 4 with a knock out competition to determine our 2014 champions. After several closely contested matches the overall Junior champion was Jack Stringer and our Senior champion was Robbie Cullen

We look forward to introducing many newcomers and some eager Year 2 students to the skill and strategy of Chess in 2015.

Library

This year the Glenorie Public School Library program was developed to support key school goals and class instructional programs from early stage one to stage three.

Cooperative planning with teachers has ensured the library program supported and extended class Literacy and HSIE/History programs, particularly in the development of information literacy skills. Use of technology continues to play an essential role in the development of these skills and lessons focus on developing student abilities to:

- locate, select and reference quality information for research tasks
- evaluate sources of information for reliability, accuracy and currency
- incorporate web tools and word processing skills to present information.

During 2015 the library program will aim to utilise school iPads in further developing student information literacy skills.

Nearly 600 new resources have been added to the library collection this year. These titles include fiction and non-fiction resources for students as well as relevant teacher resources to support implementation of new NSW syllabi in English, Mathematics, Science and History.

Updates of relevant websites and learning objects have also been made to the library catalogue throughout 2014.

Many of the literature titles selected this year support differentiation of the collection. Over 60 high interest/ lower reading ability and graphic novel titles have been added with the aim of supporting less capable readers from stage one to stage three. The 2014 subscription to the Scholastic Australian Standing Orders has ensured the library collection continues to provide a wide range of quality Australian literature to all borrowers. This subscription will continue in 2015. Twenty sets of books have also been added to the reading room collection for utilisation by teachers in their guided reading programs. More timely delivery of all these new resources has been achieved with use of the Collibri book covering machine which has considerably reduced accessioning times.

Key goals of the library program this year have been to continue promoting a love of reading and the development of good recreational reading habits. A number of activities have assisted development of these goals.

Library promotions this year centred on the 2014 ‘Connect to Reading’ theme and students were encouraged to reflect on independent self selection of reading material and to record their borrowing each week. They worked towards individual rewards and awards to reinforce and encourage the importance of regular borrowing habits.
The theme for Book/ Education Week celebrations during Term Three was, ‘Connect to Reading’. Students were encouraged to celebrate their love of reading by selecting a character they could ‘connect’ to for the Book Parade held on this day.

Scholastic Book Fair 2014. The Book Fair was a great success in promoting a love of books and a celebration of reading. This year our sales totalled $5046. The school earned $1876 worth of books for the library and an additional 50 books were generously donated by the school community.

NSW Premier’s Reading Challenge (PRC). All students participated and completed the PRC this year and celebrated their success as recreational readers at a Movie and Popcorn Day in Term Four.

Green Team, Streamwatch, GPS Farm & Science

Glenorie Public School is committed to managing our resources in the best ways possible. The Green Team members, who are class elected representatives, have continued to be responsible for bringing to the student’s attention the ways in which the school can best utilise and conserve our resources. To reduce our waste we compost food scraps, give some scraps to the chickens and also participate in waste free lunch days. Green Team members also encourage students and teachers to turn off lights and smartboards when rooms are not in use.

In Term 2, to ensure everyone is fully aware of their responsibilities in the farm, a PowerPoint presentation was shown to all staff and students at assembly. This initiative was undertaken by two staff members who now oversee management of the school farm. Composting and chicken care was the main focus of the presentation and children enjoyed being part of the process as all photos featured our farm, tools and students.

Science units at school are also integrated with activities that are carried out in the farm, including soil testing, location of plants, organic fertilising and pest control. A weekly roster gives each class the responsibility of the chicken coup and compost duties. Classes must ensure the chicken coup is cleaned and that they have nesting material in their boxes, pellets are available and water troughs cleaned. Of course eggs must be collected daily and sent to the office for use by the canteen or purchase by community members.

A wonderful surprise was waiting in the farm for students in Term 3 with the arrival of a nanny goat and her kid. After much doting on by the children and staff it was time to send her back to her own farm. Although it was sad to say goodbye, our citrus trees, passion fruit vine, newly planted tulip and daffodil bulbs breathed a BIG sigh of relief!!

Next year we would like to participate in the Stephanie Alexander Kitchen Foundation which would enhance our already established partnerships with Ready Set Grow Plus and Hornsby Council.

Academic achievements

NAPLAN

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

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

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

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

Reading – NAPLAN Year 3

In 2014, 36 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 reading, 50% of our students scored in the top two bands, compared to 49% state-wide.
- Students who performed in the top band has doubled since 2013.

### Numeracy – NAPLAN Year 3

In 2014, 36 students in Year 3 sat the NAPLAN test in Numeracy. All ESL and students involved in Integration programs were involved.

Analysis of the data shows:

- In Numeracy, 41.7% of our students scored in the top two bands, which was just below the state level of 42.4%.
- 100% of Year 3 students are achieving at or above minimum standards.

### Reading – NAPLAN Year 5

In 2014, 33 students in Year 5 sat the NAPLAN test in reading. All ESL and students involved in Integration programs were involved.

Analysis of the data shows:

- In reading, 45.4% of our students scored in the top two bands compared to the state at 35.2%.
- In reading, there was an increase of our students scoring in the top band.
- 73.3% of our students gained greater to or equal to expected growth.
**Numeracy – NAPLAN Year 5**

In 2014, 33 students in Year 5 sat the NAPLAN test in Numeracy. All ESL and students involved in Integration programs were involved.

Analysis of the data shows:

- In Numeracy, 33.4% of our students scored in the top two bands which were above the state level of 28.5%.
- 100% of Year 5 students are achieving at or above minimum standards.
- 33% of Year 5 students were at proficiency standard in reading.

### Progress in literacy

The growth in reading for our students in Year 5 was just below the state average in 2013 as indicated in the graph.

90.2% of the students were matched for growth tracking from 2012 to 2014. In reading, growth was 3.2% below state. 73.3% of students showed greater than or equal to expected growth in reading.

### Progress in numeracy

Progress between Year 3 and 5 was able to be measured for 90.2% of our students. 56.7% of students achieved expected growth. Year 5 students were .3% above the state in average scale score for growth in numeracy.

### 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.
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education at Glenorie Public School has continued to support all students on two significant levels. Firstly, students were supported on an individual basis, with particular focus on personalised learning plans (PLP), targeting specific areas of student need and development. Staff have further enhanced that support by attending Professional Learning opportunities designed to upskill their ability to recognise, document, target and resource the specific learning needs of students, with Indigenous heritage, in their care. Secondly, Aboriginal perspective, culture and heritage was celebrated and embedded in all KLAs, across all Stage levels, with particular application to literacy, Science, Art, Music, HSIE and relevance to Harmony Day, NAIDOC Week, Reconciliation and Indigenous contributions in relation to ANZAC Day and Remembrance Day. This also included guest visits from local community members to exhibit Indigenous art and instruments. To enrich students understanding of Indigenous culture further, staff attended Professional development at Muogamarra, to explore local Dharug culture, art and resources, unique to the area in which Glenorie Public School is situated, which can be implemented in the classroom programs to strengthen connections students have with their locale and its rich history.

**Multicultural education**

All students at Glenorie Public School are involved in a series of activities which emphasise the cultural and linguistic diversity in our community. In this program students will recognise that we value the backgrounds and cultures of all students and tolerance is encouraged towards different cultures and religions.

In the early stages students draw upon the knowledge they have of their own families discussing and plotting the similarities and differences of what makes a family.

Stage 2 students discuss what it means to be an Australian by activities such as listing the country of origin and languages spoken by children in the class, their parents and grandparents.

Stage 3 students study significant Australians of diverse backgrounds and achievements. They discuss different cultural influences and their contribution to Australian identities. They investigate ways in which Australians express their identity.

All children at Glenorie Public School participate in Harmony Day, which makes a stand against racism and values linguistic and cultural diversity.

**Respect and responsibility**

Glenorie Public School’s welfare program incorporates the values of respect and responsibility.

Zero tolerance for bullying by students has been promoted in the school through the innovative “Say No to Bullying” strategy, which has been active for six years and is incorporated into the Glenorie Public School Anti-Bullying Plan.

The school provides direct leadership through the captains and buddy programs where students can learn responsibility for their own behaviour and how to accept reasonable consequences.

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<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Other programs

Transition to School

Kindergarten students who started school in 2015 attended three Kindergarten Orientation days in November 2014. Students were able to take part in many of the activities that they would experience when they started school. Making a turtle, octopus and chicken enabled the students to show off their cutting and colouring skills. During the course of the mornings students visited the office, adventure playground, library, computer room and farm. The most popular activity was visiting the adventure playground and showing off their skills on the iPads. Each student met and chatted to their Year 6 buddy. Having a Year 6 buddy helps each student to settle confidently into the school environment. New Kindergarten students were excited about attending school and many wanted to begin school straight away.

Italian

In 2014 all students from Year 1 to Year 6 were engaged in Italian language and culture classes. In the early stages lessons focus on shared reading, games and role play. Students in these early stages also enjoy learning the Italian language through a variety of songs with corresponding actions. In the later stages students, although still partaking in role play and shared reading, concentrate more deeply on presenting and applying information and knowledge to various tasks. This year, students in years 3-6 created their own study holiday program in Italy. This task required students to also create their own phrasebook using Italian phrases from class and of their own choosing. The information was then presented using PowerPoint which allowed students to further develop their ICT skills.

Through exposing students to the cultural aspects of Italy including its history, customs, traditions and music all students are encouraged to make connections between their own culture and the culture of others. Making connections between language and culture is an important process that promotes global awareness and understanding. Using the Italian language correctly in the classroom has also developed the confidence for many students to practice Italian outside of class and see their learning as meaningful and purposeful.

It is hoped that the Italian language and cultural program fosters a positive attitude and outlook toward learning about languages and cultures other than English.

Learning Support Team

The Learning Support Team (LST) continues to support the school’s achievements by providing educational programs for students with disabilities, additional learning needs or gifted and talented needs.

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

Debating

Premier’s Debating Challenge

This year we had two teams entered in the Premier’s Debating Challenge Program, running from Term 2 through to the end of Term 3. This competition was a valuable opportunity for our debaters to experience impromptu debating, honing quick thinking, general knowledge and reasoning skills. Students were required to problem solve, build an argument model and defend their model with only one hour preparation time after finding out the topic. This competition involved students travelling to other schools and also hosting other schools at Glenorie.

All of the children involved learnt many skills, most of all being able to present confidently in front of an audience.

We will again be entering teams in this competition in 2015.

Galston Community of Schools Debating Challenge

In Term 4, six students, from Year 5, were selected to participate in the Galston Community of Schools Debating Challenge. The day provided students with an invaluable opportunity to learn, grow and build relationships that will benefit them for the rest of their school life. The day included three rounds of semi prepared debates,
however, students only find out on the day if they are arguing for the affirmative or negative. This allows all schools a fair and equal opportunity to prepare and compete whilst learning new skills.

Student Leadership

Student voice and leadership at Glenorie Public School remained an important priority throughout 2014. 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 and Anglicare;

Student leaders conducting weekly whole school assemblies and

School representation at community events e.g. Education Week & Anzac Day Service.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Program evaluations

Background

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback on the satisfaction surrounding the management of the school was sought from the school community. Staff, parents and students reported that the school was continually looking for ways to improve its performance (78.7% of parents, 83.34% of staff and 95% of students) and that the educational needs of all students were being met by the school (70% of parents almost or usually agree, 98% of students and 80% of staff). The school was viewed to have a strong focus on student welfare (78.82% of parents, 94.45% of staff and 91% of students). Professional upskilling of staff was acknowledged as being systematic and effective and a strength of the school (84% of staff 87.65% of parents and 95.84% of students indicated that their teacher shared ideas about teaching and learning with other teachers. Responses also indicated that the community felt that the school was well resourced to support student learning.

Future directions

• The school will continue to focus on meeting the needs of every student.

• The school will continue to reflect and adjust the teaching and learning cycle to maintain effective programs.
School planning 2012-2014:

School priority 1

To continue to improve student growth in literacy

Outcomes from 2012–2014

- Increase the percentage of student’s results from 31% to 35% achieving top two bands in Year 5 reading measured against school based rubrics;
- Increase in percentage of students in the top two bands in Year 3 NAPLAN from 51% to 60% and Year 5 from 33% to 38%;
- 75% of students achieving expected growth in spelling with an increase of students in top 2 bands by 6% in Year 3 and 5;
- 90% (2014) of students will achieve independent RR Level 8 in Kindergarten, level 16-18 in Year 1 and level 26 and above in Year 2;
- Increase the percentage of students in Year 5 achieving above the minimum standard in NAPLAN reading from 90% in 2012 to 95% in 2014; and
- Increase the greater than or equal to expected growth in NAPLAN reading from 64.5% in 2013 to 70.9% in 2014

Evidence of progress towards outcomes in 2014:

- 100% of Year 3 students are at or above national minimum standards for writing, and grammar;
- 100% of Year 3 students are at or above national minimum standards for reading;
- 96.8% of Year 5 students are at or above national minimum standards for reading;
- Two thirds of Year 5 students achieved greater than or equal to expected growth in reading;
- Increase in percentage of students in the top two bands in Year 5 NAPLAN from 33% to 54.9%;
- 85% (2013) of students will achieve independent RR Level 8 in Kindergarten, level 16-18 in Year 1 and level 26 and above in Year 2;
- Kindergarten Best Start data indicated excellent progress in the literacy skills of students;

Strategies to achieve these outcomes in 2014

- The ongoing analysis of student performance data to inform learning programs;
- Analysis of available literacy data to ensure that all decisions made are based on evidence;
- The implementation of programs to develop reading and spelling skills, based on best practice and underpinned by the Quality Teaching framework;
- The use of gap analysis to target the development of effective comprehension skills for students, with a focus on grammar and spelling;
- Review by the whole school of the grammar and punctuation needs that relate to specific text types;
- Implement fully the school’s new spelling scope and sequence with emphasis on the teaching of explicit spelling strategies;
- Enhance the teaching of editing skills and review the school’s current editing code.

School priority 2

To continue to improve student growth in numeracy.

Outcomes from 2012–2014

- Reduced percentage of students at or below minimum standard for numeracy on NAPLAN, by 50% between Years 3 and Year 5.
- Increased percentage of students achieving greater than or equal to expected growth in NAPLAN numeracy from 50% in 2013 to 63% in 2014.
- Increase the percentage of students in the top two bands from 48.5% to 44.4% in Year 3 Numeracy and 19.4% to 30.4% in Year 5 Numeracy in NAPLAN.

Evidence of progress towards outcomes in 2014:

- The percentage increase of students achieving in the top two bands was above the state in Year 3 (48.5%);
• 100% of Year 3 students and Year 5 students achieved at or above the minimum standard for numeracy in NAPLAN assessments;

• The use of common assessment tasks and marking rubrics enhanced the inclusion of working mathematically strategies in number;

• Kindergarten Best Start data indicated excellent progress in the numeracy skills of students;

• Professional learning for staff that resulted in improvements in the teaching of fractions and decimals and working mathematically;

• The review of class learning programs reflected differentiation of learning to meet the needs of all students was not consistent.

**Strategies to achieve these outcomes in 2014:**

• The online training of all staff in CMIT;

• A focus on developing a consistent approach to teaching Mathematics in all classes based on DEC syllabus and support documents;

• Professional learning for staff to enable effective differentiation of learning programs to meet the needs of all students;

• Using the NSW DEC Numeracy Continuum to develop effective assessment strategies to monitor student progress.

• The purchase of practical numeracy resources to support the implementation of quality teaching programs.

**Evidence of progress towards outcomes in 2014:**

• Examined the structure and content of the new Science K–10 (incorporating Science and Technology K–6) syllabus;

• Identified individual and/or team strengths and needs in relation to implementing the syllabus;

• Identified strengths and needs in teaching programs and resources in relation to the syllabus;

• Completed a self-audit and team audit to determine levels of confidence of team members in implementing the syllabus;

• Created a draft action plan for the implementation of the syllabus.

**Strategies to achieve these outcomes in 2014:**

• Implement fully the school’s new Science Scope and Sequence with emphasis on the teaching of the Primary Connections units that align with the new syllabus;

• The review of class learning programs reflected differentiation of learning to meet the needs of all students in Science.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Background**

Students, parents and staff were surveyed. Over 59 families returned the survey. This represents nearly one third of the families in the school.

**Findings and conclusions**

• 97% of students felt their teacher helped them keep up with their work always or sometimes.

• 97% of students felt they got on well with others at school always or sometimes.

• 78% of students felt they had improved in their learning goals usually and 28% felt this way sometimes.

• 74% of staff felt that the learning goals were worthwhile.

• 92% of parents surveyed felt welcomed at school always or usually.
• 100% of parents surveyed felt that Glenorie Public School was a place their child liked to go to always or usually.
• 95% of parents surveyed felt that Glenorie staff was approachable.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff and consultation with the P&C. This process included a review of strengths, opportunities and areas of development across the school. As a result, three key strategic directions were identified as a basis for future developments. These are:
~ Student success as learners, leaders, confident and creative individuals and productive citizens.
~ Staff leading innovative practices through a culture of planning and collaboration, dynamic educational leadership, learning engagement and professional accomplishment.
~ Enhancing Community Engagement and Participation.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: