2009 Annual School Report
Glenreagh Public School

NSW Public Schools – Leading the way
Our school at a glance
Glenreagh Public School is a small rural school 50kms from Grafton and Coffs Harbour with a student population of 89 students.

All teaching staff meet the professional requirements for teaching in NSW public schools. There are four permanent teaching staff members including a teaching Principal. Staff will remain stable in 2010. Part time casual staff are employed to meet the demands of Literacy and Numeracy support, RFF, Library and Principal’s Release.

The school is a Priority School and additional funding is received for programs targeting the improvement of student outcomes in literacy, numeracy and home/school partnerships. The school provides Reading Recovery, an intensive literacy program for identified Year 1 students.

Our school works very closely with the other Orara Valley schools by participating in all combined sporting carnivals, debating and enrichment days.

Significant programs and initiatives
Reading Recovery
Reading Recovery was run by Mrs Kowal in the absence of Mrs. Hugginson. This program supports students in Year 1 with reading and writing acquisition. In 2009 identified students were given 30 minutes per day of specific and focused literacy support for a period of up to 16 weeks.

School Based Student Reporting (SBSR)
The new SBSR reporting program was initiated in 2009, it was slow to begin with but by the end of semester 2 most of the hiccups were fixed, which made it easier to report to parents.

e-Gats Program
Two of our year 5 students Ewan Harman and Zander Green were selected to participate in the e-Gats program. This program was designed for gifted and talented students. Long term assignments were given, which had to be completed in a set time frame. Students had the opportunity to blog students from other schools. Each of the students had a teacher as a mentor who could provide them with help and feedback. The parents who were involved thoroughly enjoyed the program. It’s a fantastic program and we would like to see more of our students being a part of it.

Active After School Program
The Active After School Community Program is a federally funded project that is offered to students in years 3 to 6. Its aim is to encourage and engage students in participation in sports. This program is free of charge to students with afternoon tea provided. The program has been running at Glenreagh Public since 2008 and it is held after school on Mondays and Tuesdays between 3.30pm to 4.30pm, during weeks 2 – 7 in each school term.

The program has been coordinated by Judy Mitchell who has done a fantastic job in delivering exciting activities such as golf, basketball, soccer and swimming. Furthermore, Judy has recruited and trained local members of the community to assist in the delivery of the program, organised specialised coaches for activities and purchased new sporting equipment for the school through grants offered by the government.

2010 looks like another exciting year with new equipment soon to be arriving and wonderful activities planned.

Aboriginal Education
Members of staff participated in the Orara Valley Learning Community initiative – Self Nominated Project On Country, Off Country Gumbayngirr Culture to develop a local cultural knowledge program and to evaluate its impact across the learning community.

Norta Norta Funding
Glenreagh School received Norta Norta Funding. These funds were used by the school to employ Mrs. Belinda Johnston as Aboriginal tutor to help students from Aboriginal backgrounds in the classrooms. Individual Personal Learning Plans were implemented to build greater achievement amongst Aboriginal students.

Literacy
As part of the Orara Valley Learning Community Self Nominated Project, staff participated in a study of the impact of explicit teaching in inferential, interpretive and evaluative comprehension on Literacy Outcomes. Student assessment showed a significant improvement in comprehension skills at the completion of the 2009 project.

During 2010 Glenreagh staff and other teachers from across the Orara Valley schools will be participating in additional professional learning in Accelerated Literacy.
Australian Government Quality Teaching Program (AGQTP)
Four teachers were involved in the AGQTP, which was initiated in 2008 and completed in Term 4 2009. This project had a focus on working mathematically and involved teachers participating in lesson studies using the Quality Teacher Framework.

Environmental Education
Student representatives from 80% of OVLC schools participate in District Youth Environment Council workshops each term.

Our students have raised chooks, planted trees, conducted waste audits and learnt about sustainable living alongside their regular classroom studies.

The Orara Valley Learning Community was acknowledged for its hard work and contribution to the greening of Australia and received the 'Westpac Landcare Education Award'.

Connected Learning
Students have had extensive access to the available technology in 2009. The school has installed a new bank of PC computers into the library, this being the first stage in moving towards running PCs across the whole school network.

All classrooms have an interactive whiteboard and the staff have continued participating in professional learning to improve their skills in integrating technology into their teaching.

The video conferencing facility has also been used by the staff to remotely attend meetings and professional development in 2009. The teachers also started to use these facilities with their class. The students shared their work with students from other schools. In 2010 members of staff will be using the video conferencing facility to team teach with other schools.

Priority Schools Program (PSP)
PSP funding in 2009 has allowed the school to implement a range of initiatives in the explicit teaching of literacy K-6. It has provided additional support within classrooms through the use of trained support personnel to implement best practice in the teaching of literacy. Through the implementation of Guided Reading groups K-6, the school has been able to implement strategies to enhance reading acquisition, fluency and comprehension, particularly at the inferential and interpretive level. PSP supplementary staffing was used in 2009 to support the teaching of technology to support literacy and numeracy within the classroom. The supplementation was used to provide additional teacher expertise to create a team teaching model. Both classroom teachers and technology coordinator worked with students to embed technology learning into the curriculum. This program encompassed K-6 students and teachers.

Peer Support
The senior students completed formal Peer Support training. The Peer Support program was run by year 6 students every Wednesday in Term 2 and the main aim was to foster the physical, social and mental wellbeing of the junior students in school. The Peer Support program helped students deal with bullying and to work and play co-operatively in the school environment.

Student achievement in 2009
In the 2009 NAPLAN results showed that many of our students have gained results that were at or above Regional and State levels. The movement of students from the lower bands to mid and higher bands were celebrated. A more detailed analysis of NAPLAN results can be found further on in this report.

Messages
Principal's message
Although I have been a relieving principal for only a short period of time, I have found it to be a wonderful experience working with the hard working staff, P&C and the community. This school is forever striving to meet the needs of its students which have allowed the school to grow and prosper in 2009.

2009 has been an extremely productive year. The school's motto, "Learn By Doing" has been consistently followed throughout the year. The students have been involved in a range of sporting and cultural activities within the Orara Valley, many representing at an elite level. Congratulations to those students.

Mrs Kelly Green was the recipient of the 2009 Public School Parent of the year Award. She has shown extraordinary commitment to the school and all her work and effort is very much appreciated.

There have been numerous changes in 2009. Mrs. Hugginson is away doing a role as Regional Leader Student Services – Disability program. Mrs Leonie Buehler will be the school’s relieving principal for the 1st Semester, 2010. Mrs Slingsby has been relieving Mrs. Beard, who accepted a relieving position at Boambee Public School. Mrs
Slingsby has been wonderful in keeping the office running smoothly. Mrs. Robinson took over K/1 and has helped me throughout this journey of being the relieving principal. A huge thanks to both Mrs. Slingsby and Mrs Robinson. Mrs Mercer, Mrs. Teale and Mrs Krix have been working as SLSO which has helped the students in their learning. Martyn Johnson was our General Assistant, who did an excellent job in relieving Mr. Ian Jewels while he was away.

This year has seen some major events: The school was provided funding under the School’s National Pride, therefore we were able to have waterproof shades near the office foyer, upgraded the office, principal’s room, blinds in the office, foyer, principal’s room and the kinder room. The outdoor walls, windows and fence were painted.

Under the BER (Building the Education Revolution) funding, the school is getting a new special purpose room, storage sheds, and canteen. This contract was to begin in the Christmas school holiday, however it will begin in early term1 in 2010.

All the class rooms were equipped with interactive white boards which has enhanced the learning of ICT in all the classrooms.

The Munch and Crunch garden was completed and the class were able to sow seeds, weed and reap the crops.

Canteen provides healthy and delicious food for our students and staff. I would like to give a huge thank you to all the helpers who worked diligently in the canteen.

The students are running the recycling program and the chook shed. All the food scraps are collected at the end of the day and are fed to the chooks. All the eggs collected are sold. The main aim is to make our school environmentally sustainable.

The Active After School Community Program is a federally funded project that is offered to students in years 3 to 6. Its aim is to encourage and engage students in participation in sports. This program is free of charge to students with afternoon tea provided. The program has been running at Glenreagh Public since 2008 and held after school on Mondays and Tuesdays between 3.30pm to 4.30pm, weeks 2 – 7 in the school term.

The program has been coordinated by Judy Mitchell who has done a fantastic job in delivering exciting activities such as golf, basket ball, soccer and swimming. Furthermore, Judy has recruited and trained local members of the community to assist the delivery of the program, organised specialised coaches for activities and purchased new sporting equipment for the school through grants offered by the government.

2010 looks like another exciting year with new equipment soon to be arriving and wonderful activities planned.

The students have had a number of opportunities to be involved in a wide variety of activities this year including, The Premier’s Reading Challenge, Premier’s Spelling Bee, Premier’s Debating, sporting activities, excursions, Enrichment Days, Maths Olympiad, E-Gats program and the K-6 musical performance at the presentation Night.

I would also like to thank the staff for their hard work in 2009, which was clearly indicated in the NAPLAN results. Mr. Brian Heath Relieving SED had congratulated the staff and was very impressed with the results.

I would like to take this opportunity to thank the entire school community for their generous and consistent support for the school over this year. To our departing Year 6 we extend our best wishes for your future and, as our school song says, remember the lessons learnt at Glenreagh School. They will stand you in good stead for life.

I hope that by reading this 2009 Annual School Report, the community will be more aware of how Glenreagh Public school succeeds in meeting the needs of all the students.

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.

Surinder Kaler
P&C and/or School Council message

The P&C would like to extend congratulations to the students, staff and helpers for making 2009 a successful year. The growth the students have shown across all areas of their schooling reflects not only their own efforts but is also indicative of the amazing strengths and experience of the teachers, support staff and the myriad of extra helpers that have spent time investing in our school throughout the past year. It is with their collaborative efforts that the lessons learned at Glenreagh School stay with the students as they leave us and journey through high school and beyond.

The P&C is a great forum for parents, carers and community members to be active within our school environment and is also the main fundraising body of our school. P&C activities are of course maintained by volunteers whose efforts through the 2009 school year have provided funds that have gone towards the purchase of new library books, reduced excursion costs, laying of concrete at the School’s entrance, removal of camphor laurel trees, aided in the maintenance of the Munch and Crunch garden and helped to establish the Chook Mansion. The P&C also oversees the running of the School Canteen.

Without volunteers NONE of these things would have been possible. We must acknowledge the time and efforts donated so willingly, sometimes by so few, when working to make our school community the best it can be.

There is a traditional concept that it takes a village to raise a child. We have the means to do this. By working together, supporting our school, helping to set and achieve goals, donating time where possible and promoting a healthy and effective community network. Our school community is rather like a village and every one of us has an obligation to do our very best to help improve the experiences of each and every student who attends our wonderful school.

We look forward to a 2010 filled with positive outcomes, well earned achievements and more support than ever before.

Kelly Green
President
Glenreagh P&C

Student representative’s message

Glenreagh Public School’s student leadership team is made up of the four school captains and two representatives from each grade. The Sporting House captains are also an important part of the SRC. All members have been elected by their peers.

SRC members welcome visitors to our school for such important events as parent/teacher Evenings, ANZAC ceremony and Remembrance Day. They also take an extremely active and high profile role during our more formal occasions such as Presentation Day. Our captains run the full school assembly every fortnight.

The SRC meets every fortnight with the staff coordinator to discuss any issues that need to be addressed and meets formally once a month. The formal meetings are run by our elected chairperson and minutes are taken.

The school leadership team organises many school events and fundraising activities. For the past year the SRC has chosen to raise money for the following charities: Stewart House, Bush fire relief and Cancer Council. To help with this fundraising they held events like Bandana Day, Crazy Hair day and Pyjama Day. Students also held Mufti days to support the Westpac Rescue Helicopter.

Thank you every one for your support.

Cherry Sillick and Nis Botto

2009 Student Representative Council

ANZAC Day Service
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
Student enrolment remained relatively stable at 89 students in 2009.

Management of non-attendance
All parents were made aware of the Departmental Policy and Guidelines of the parental responsibility for school attendance through parent/carer information sessions and the newsletter. These responsibilities were restated explicitly to the parents/carers if their child had a pattern of absence.

The school sent a reminder note home for parents/carers to provide the school with details of any unexplained absences.

The class teacher and/or principal rang parents/cares if there was a pattern of absence.

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2A</td>
<td>1</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>1/2A</td>
<td>2</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>5/6K</td>
<td>5</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>5/6K</td>
<td>6</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>K/1H</td>
<td>1</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>K/1H</td>
<td>K</td>
<td>14</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes
In 2009 Students were organised into four classes. This allowed for the school to cater for students with specific learning needs within their Stage groups.

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

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5.5</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: 30/11/2009

Income
- Balance brought forward: $71,295.40
- Global Funds: $74,580.12
- Tied Funds: $87,368.07
- School & community sources: $31,046.52
- Interest: $2,544.26
- Trust Receipts: $2,557.50
- School operated canteen: $0.00

Total Income: $269,391.87

Expenditure

- Teaching and Learning
  - Key learning areas: $8,610.09
  - Library: $2,741.97
  - Excursions: $11,033.05
  - Extracurricular dissections: $10,774.37
- Professional Learning: $1,172.84
- Tied Funds: $102,900.40
- Casual relief teachers: $6,257.54
- Administration & office: $25,095.23
- School operated canteen: $0.00
- Utilities: $9,101.16
- Maintenance: $6,849.42
- Trust Accounts: $2,557.50
- Capital programs: $21,441.73

Total expenditure: $208,535.30

Balance carried forward: $60,856.57

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

School performance 2009

Achievements

Arts

The school continued its involvement in the Premier's Debating Challenge this year. Glenreagh students were the Zone winners and went to the regional level, however, were knocked out by Macksville in the last round at the Regional level. The students and teachers gained a valuable insight into the skills needed to be effective debaters.

This learning resulted in an excellent performance by the school's Debating Team who were the finalist in the Orara Valley Great Debate, demonstrating high level debating skills once again.

Four competitors represented the school in their age division at the district final of the Premier's Spelling Bee at Tyalla Public School. Laura Johnson and Olivia Beggs represented in the 5/6 division and Milly Krix and Jack Walsh represented the 3/4 division.

In December, each class performed a musical item using various instruments. This was well received once again by students and the community.

Six year 5/6 students represented Glenreagh in the Maths Olympiad competition. The students had to choose a particular environmental issue and had to have the past, present and future concept involved in the mathematical problem. The students had 5 weeks to work as a group. They had an option as to how they were going to present their research. All the students did very well and won the people's choice award and went on to represent our district at the Opal Cove in Coffs Harbour. The year 6 students were Renzel Pippin and Mitchell Bradley. The year 5 students were Laura Johnson, Jade Allamby, Ewan Harman and Yarra Pippin.
Sport

Last year we saw the commencement of the Active After Schools Program which carried on this year and was conducted on Monday and Tuesday afternoons. This program catered up to 20 students per day. Activities include Water Sports and Multi – Skill Games.

As part of the school’s PD/Health/PE Program, water safety activities are conducted at Glenreagh Pool each Friday in Terms 1 and 4. This aims to provide students with the skills to be safe in the water.

A program in Gymnastics was also held weekly at the school in Term 2. The sessions were conducted by trained instructors and are well received by all students. These activities are linked to our PD/Health/PE Syllabus.

The school held its annual swimming carnival at Nana Glen Community pool in 2009. The Champion house was Paterson. Age champions for each division were:

  Runner up – Rhys Williams
- Sub Junior Girl Champion – Jaemi Black
  Runner up – Tara Gerritsen
- Junior Boys Champion – Declan Salmon
  Runner up – Jack Walsh
- Junior Girls Champion – Olivia Beggs
  Runner up – Kara Francis
- 11 Year Boys Champion – Mitchell Bradley
  Runner up – Ewan Harman
- 11 Year Girls Champion – Emily Finneran
  Runner up – Cherry Sillick
- Senior Boys Champion – Renzel Pippin
  Runner up – Nis Botto
- Senior Girls Champion – Jasmine Freeman

A number of students participated in the Orara Valley Swimming Carnival. Olivia Beggs went through to represent the school and the Orara Valley at district level.

In May, during Education Week the students from K-6 were involved in the school Cross Country ‘Fun run’. Paterson House won the carnival for 2009. Several students successfully gained selection to compete at the Coffs Harbour District Cross Country held at Woolgoolga Beach Reserve.

The school’s Athletics Carnival was supposed to be held in Term-3, however due to extreme weather last year we had to cancel it 3 times and unfortunately we were not able have results for this carnival.

In Term 3 the school participated in the Small Schools PSSA Soccer Knockout. The students travelled to Grafton to compete. Although unsuccessful the students participated well and showed great sportsmanship.

The school hosted the Orara Valley Softball Carnival in Term 3. All students from Years 3-6 participated along with students from all Orara Valley schools. This day allows students to participate in either T-ball or Softball. In 2009 the students were organised into mixed school groups to allow for more interaction between students.

The Orara Valley Cricket Carnival was held at Coramba in Term 4. This proved a popular event with almost all 3-6 students involved.

Excursions

At the end of Term 3 Stage 3 & Stage 2 travelled to Karuah to attend the Great Aussie Bush Camp. This camp links closely to the school’s PD/HEALTH/PE program. The students were involved in a range of activities which required them to work together and support each other in a trusting and collaborative relationship. The aim of the camp is to encourage the five C’s: cooperation, confidence, communication, coordination and care.

Each stage participated in different programs. This excursion enabled our students to learn team leadership skills and survival skills. The travel costs were reduced because both classes travelled together.

Stage 3 students took part in the Surf Awareness Day. Students were involved in various activities that included CPR, beach soccer, races and learning to read the surf patrol & rescue.

The whole school was fortunate to go to the Botanical gardens and Mutton Bird Island, thanks to the Gilmore Family who donated $1000.
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)

Student achievement in 2009

Literacy – NAPLAN Year 3
Year 3 NAPLAN – Reading

There was a substantial reduction of the number of students represented in bands 1 and 2 for Reading. The students in these bands will continue to be provided with support in this area. There was significant growth in students represented in bands 4 and 5.

Year 3 NAPLAN – Writing

There has been considerable improvement in Year 3 writing from the previous two years with growth in bands 3, 4 and 6.

Year 3 NAPLAN – Spelling

While there has been an improvement in spelling, the number of students represented in bands 1-3 suggests a need for continuation of explicit instruction in the teaching of spelling strategies. This is a continued target for 2010.
The 2009 results in grammar and punctuation indicate an improvement in this area, with a majority of students achieving bands 4 and 5. No students attained band 6. The results indicate a need for explicit instruction in this area. Grammar and punctuation are a target for 2010.

**Numeracy – NAPLAN Year 5**

**Year 3 NAPLAN – Numeracy**

Numeracy results in Year 3 show a significant number of students in bands 3 and 4, with nil representation in bands 1 and 2. This result reflects the focus of teaching and learning in Mathematics which has been on problem solving.

**Literacy – NAPLAN Year 5**

**Year 5 NAPLAN - Reading**

There was a substantial reduction of the number of students represented in bands 3 and 4 for Reading. The students in these bands will continue to be provided with support in this area. There was significant growth in students represented in bands 7 and 8.

**Year 5 NAPLAN – Writing**

Year 5 results in NAPLAN Writing show a significant improvement with a noteworthy percentage of students achieving band 7. However there is a high representation of students in bands 4 and 5. Further explicit
instruction in writing will be maintained in order to continue and improve this upward trend.

A substantial improvement in results was attained in the 2009 Year 5 NAPLAN Spelling.

**Year 5 NAPLAN – Grammar and Punctuation**

While students are very well represented in band 8, there is still a need to improve results by moving students from bands 3 and 4 higher. Spelling will be targeted in 2010.

**Year 5 NAPLAN – Spelling**

There has been a significant improvement in Year 5 NAPLAN Numeracy results.

**Progress in literacy**

Average progress in reading for matched students.

**Numeracy – NAPLAN Year 5**

- Year 5 NAPLAN – Numeracy

Average progress in Reading from Year 3 to 5 for matched students was similar to the growth experienced in the region and state from 2007-2009.
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 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
<th>Average progress in writing between Year 3 and Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
<td>School LSG State</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td></td>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
<td>School LSG State</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

During 2009, all teachers implemented Connected Outcomes Group units. These are closely linked and integrated with the HSIE Syllabus and incorporate an Aboriginal perspective throughout the learning experiences. This ensures that students are exposed to Aboriginal perspectives in all aspects of their program and the whole school curriculum.

The students were provided with small group literacy and numeracy instruction based on data gained from individual assessments. The program was tailored to meet individual needs. The program was implemented by a Teacher’s Aide Special. Attendance of some indigenous students during the program was poor and parents were actively engaged to participate in the program through regular feedback and involvement in activities.
Aboriginal education
The school continues to develop positive student welfare practices to support the NSW Department of Education and Training’s Code of Conduct and Core Rules.

Students, parents and teachers are encouraged to continue to treat each other with respect and take responsibility for their actions in all situations.

Presentation of the Orara Valley Message Stick

Multicultural education
Multicultural education is embedded into the school curriculum. Quality teaching and learning practices ensures that multicultural perspectives are evident in all aspects of classroom programs. The school has a trained anti-racism contact officer.

Implementation of the COGS units ensures that multicultural perspectives regarding all key concepts are addressed. The school participated in Harmony Day in 2009 which aims to highlight anti-racist practices.

Respect and responsibility
The school continues to develop positive student welfare practices to support the NSW Department of Education and Training’s Code of Conduct and Core Rules.

Students, parents and teachers are encouraged to continue to treat each other with respect and take responsibility for their actions in all situations.

- Ongoing collection and analysis of writing samples relevant to identified criteria.
- North Coast Spelling document used to teach Spelling.
- Parent workshops to discuss North Coast Spelling Strategy.

Our success will be measured by:

- Student performance on items related to Spelling in Years 3 and 5 NAPLAN to align with state average or LSG data.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of learning and HSIE.

Educational and management practice
Learning was to be evaluated in 2009 as one of the six areas of educational and management practice that are evaluated on a cyclical basis. Students, staff and parents were surveyed using the Quality of School Life Survey and school based survey questionnaires. 100% of teaching staff and 30% of parents responded to the survey. Stage 2 and 3 students were also surveyed using the Quality of School Life survey instruments.

Background
Each year a key learning area is evaluated on an annual cyclical basis to ensure teaching and learning programs meet current syllabus requirements and are effectively implemented. Human Society and Its Environment (HSIE) was the area evaluated in 2008.

Findings and conclusions
Teachers noted the need to revise and realign the school’s Scope and Sequence of HSIE units to incorporate the Connected Outcomes Group units and to realign excursion and extra curricula experiences to support and enhance classroom learning.

Resources for the teaching of HSIE have been upgraded with the purchase of new atlases, maps and reference material for all classes.

Teachers noted that they now use the internet to gather teaching material and access data for classroom lessons. Students use the internet to access information, visual resources and data during Library and classroom lessons.

Future directions
Teachers will focus on the teaching of Environmental Education as an integral part of their classroom program.
All classroom programs will demonstrate the implementation of the Environmental Education.

Classroom timetables will demonstrate allocated time for integrated environmental learning experience.

**Professional learning**

All teaching and administrative staff participated in professional learning activities in 2007. The funds from the Teacher Professional Learning (TPL) budget were expended as follows:

One staff member participated in Literacy on Track program.

A New Scheme teacher attended several professional learning activities.

Two staff members attended the Quality Teaching Conference over two days.

All staff members attended staff development days in terms 1, 2 and 3. These days covered training and development in compliance training as well as curriculum based learning activities.

All staff were involved in TPL provided by the PSP and Mathematics Consultants related to literacy and numeracy targets for 2009.

**School development 2009 – 2011**

**Progress on 2009 targets**

**Target 1**

*Increase the number of students in Year 3 in Band 3 or higher from 88% to 90% and Year 5 students in Band 6 & 7 from 40% to 50% in NAPLAN Literacy – Spelling*

Strategies to achieve this target include:

- Reflect on practice adjusting lesson content and practice as appropriate
- Ongoing collection and analysis of writing samples relevant to identified criteria.
- North Coast Spelling document used to teach Spelling.
- Parent workshops to discuss North Coast Spelling Strategy.

Our success will be measured by:

- Student performance on items related to Spelling in Years 3 and 5 NAPLAN to align with state average or LSG data.
- Classroom based weekly Spelling assessments indicate an improvement in results K-6.

**Target 2**

*Increase the number of Year 3 students in bands 5 & 6 from 30% to 40% and the number of students in Year 5 in Band 5 and above from 40% to 50% in NAPLAN Reading.*

Strategies to achieve this target include:

- Ongoing professional learning in current best practice in teaching Treading and Comprehension
- Guided Reading Sessions focus on the four roles of the reader incorporating comprehension into each session.

Our success will be measured by:

- Student performance on items related to Spelling in Year 3 and 5 NAPLAN to align with state average or LSG data.
- Classroom based weekly Spelling assessments indicate an improvement in results K-6

**Target 3**

*Increase the number of Year 3 in Band 4 and above from 41% to 50% or higher in NAPLAN overall numeracy.*

Strategies to achieve this target include:

- The use of interactive whiteboard technology in all classrooms in numeracy lessons.
- Teachers plan for and teach one problem solving strategy each week commencing Term 1 – Week 3 K-6.

Our success will be measured by:

- Students performance on items related to Working Mathematically in line with state average in Years 3 and 5.
- National Testing Data shows improved performance on Working Mathematically items.

**Targets for 2010**

**Target 1**

To increase the number of students in Spelling in Year 3 in Band 3 or higher from 88% to 90% and Year 5 students in Band 6&7 from 40% to 50% in NAPLAN 2010

Strategies to achieve this target include:
- Continue to facilitate a whole school sequenced program of professional learning in:
  - Assessments are consistent and allow for data analysis and tracking.
    - Item analysis - driving teaching focus.
    - Implementation of the North Coast Spelling Document.
  - PL for all staff in Accelerated Literacy
  - Regular Literacy support for all classes
  - Cooperatively plan to incorporate explicit teaching to address identified student needs.
  - Team teaching to focus on identified needs Lesson Study through AL SNP
  - Reflect on practice adjusting lesson content and practice as appropriate.
  - Access NAPLAN teaching strategies
  - Utilise e-gats and PL for GATS
  - Regular Literacy support provided from STLA
  - Regular support and training provided to SLSO’s.

Our success will be measured by:
- Student performance on items related to Spelling in Years 3 and 5 NAPLAN to align with state average or LSG data.
- Accelerated Literacy taught in each classroom.
- Class programs support the target through use of QT elements and strategies that are strongly linked to assess tasks.
- Classroom based weekly Spelling assessments indicate an improvement in results K-6.
- Work samples indicate improvement in all four Spelling knowledges.
- Personal Learning Plans are developed for identified students (GATS, STLA, Aboriginal)
- Parents report a greater understanding of and ability to assist their child at home.

Target 2
To increase the number of students in the top two bands of Grammar and Punctuation from 30% to 40% in Year 3 and 40% to 50% in Year 5 in NAPLAN 2010.

Strategies to achieve this target include:
- Accelerated Literacy taught in each classroom. AL lessons focus on students needs in Grammar and Punctuation.
- Provide professional learning in current best practice in teaching grammar and punctuation.
- NAPLAN teaching strategies accessed and utilised.
- Syllabus modules and Curriculum Support materials are used in teaching and learning plans.
- ICT used to embed Punctuation and Grammar in class lessons.

Our success will be measured by:
- Targeted students to show growth in Grammar and Punctuation.
- Classroom practice demonstrates quality teaching elements embedded in programs and delivery.
- Student performance on items related to audience, text structure, paragraphs, sentence structure and punctuation questions in Years 3 and 5 NAPLAN to align with state average performance.
- Assessments indicate growth for every student.
- Parents report a greater understanding of and ability to assist their child at home.

Target 3
To increase the number of all students achieving stage outcomes in overall numeracy from 65% to 75% by the end of 2010.

Strategies to achieve this target include:
- Professional Learning Opportunities are provided: including CMIT; Counting On; Newman’s Error Analysis; NAPLAN analysis
- Cooperatively plan to incorporate QT ICT activities across all strands in maths
- Stage 2 Teacher continuing to implement
- 15 Weeks to Success
- 30 Weeks to Excellence program
- Stage 3 Teacher continuing to implementing
- Numeracy in The Middle School
- Identified students receive additional numeracy support.

Our success will be measured by:
- All teaching staff include strategies and actions in their numeracy programs that focus on all Mathematics Strands
- Class programs support the numeracy target through the use of QT elements and strategies and are strongly linked to assessment tasks.
- School based assessment indicates improvement in individual student achievement of outcomes.
- Personal Learning Plans are developed for identified students (GATS, STLA, Aboriginal)
- Parents report a greater understanding of and ability to assist their child at home.
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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