2010 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 83 students. We provide a caring and supportive environment.

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 2011. Part time casual staff are employed to meet the demands of Literacy, Numeracy and Release.

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

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.

Student achievement in 2010

During 2010, Year 3 students obtained 100% achievement at or above the minimum standard in Reading, Punctuation and Grammar and Numeracy. Year 5 students achieved 100% at or above the minimum standard in Reading, Writing and Numeracy. Our students achieved a higher than the state’s growth rate in Numeracy, Literacy (34.25%) and Writing (23.8%).

Messages

Principal’s message

2010 has been a great year for Glenreagh Public School. I’d like to take the opportunity to celebrate some of the many achievements that have happened this year. Our primary focus as educators has been to provide quality teaching. I am happy and proud to say that in every classroom there has been very high quality teaching and learning happening. Students are happy, engaged and are producing some of the finest quality work that I have ever seen. I feel very lucky to have worked with such a great bunch of kids. The way you all respect yourselves, the teachers and each other is fantastic. When I first arrived at Glenreagh I was so impressed with the work ethic and the way you looked out for each other- and that still exists even today. I am so proud to say that I am a teacher at Glenreagh and we have the most amazing kids at our school. This year the entire school has taken on Accelerated Literacy. It has been at times challenging, but also rewarding. The depth of knowledge from our students in comprehension and understanding the author’s purpose is quite astounding. Congratulations to teachers and students for embracing this new pedagogy.

Technology in every classroom has also been a focus throughout 2010. It has been exciting to see teachers and students become so confident and competent in using the Interactive Whiteboards, Video conferencing, Photo story and multi media. A highlight throughout the year has been to watch our Munch n Crunch garden grow. Students in every class participated in planting vegetables and herbs. They then researched recipes to use the food from the garden and then cooked it. The Kids in the Kitchen program has been very successful and congratulations to our volunteer helpers for contributing to this success. We were very fortunate to get two new buildings in the BER program. Our canteen is being fully utilised as is the new sports shed, bulk store and General Assistant’s shed. In 2011 the aim is to purchase more laptops to use in the special program’s room. Exciting times are ahead – Peter Buckley, the new Principal is excited to be joining the school. We are about to employ an extra teacher to support the work being done in our classrooms, and there is some extra money to assist with improving the learning outcomes in Literacy and Numeracy. Our NAPLAN growth has been outstanding and we have nearly topped the state with how much our Year 5 students have improved in all areas of Literacy since Year 3. All in all, there is a lot to be proud of and a lot to look forward to. Glenreagh is a quality school with high quality staff and students. I will look back on my year at Glenreagh with very fond memories. It has been an honour to be the Principal here for the last year. Thank you all for making 2010 a very productive, challenging and happy year.
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.

Mrs Leonie Buehler

P & C message

The P&C congratulates all the students, staff, parents, carers and volunteers for making 2010 a successful year. Our school has grown through the experience and dedication of teachers, support staff and the many helpers that have spent time investing in it throughout the year. It is through their shared vision and passion for learning that the lessons learned at Glenreagh School in and out of the classrooms will remain with students as they venture on to high school and beyond. The P&C is the main fundraising body of our school. This year activities focused on the continuing beautification of the school grounds in accordance with the Learnscape Plan. We purchased library books, canteen equipment including equipment for the Kids in the Kitchen program, helped maintain the Munch and Crunch Garden and purchased the school sign at the bus entrance. The P&C oversees the running of the school canteen. The ‘Snack Shack’ is a credit to the canteen coordinator and all of the helpers who make it such a success. Volunteers are the backbone of many organisations, without them the P&C would not have achieved the great outcomes during 2010. We thank them for their contributions, both big and small. By sharing the load our school community is able to provide a positive, healthy, progressive and inclusive environment for all students. The P & C is not just about selling raffle tickets, or on occasion many, many, many cups of coffee. It is a fantastic forum for parents to get involved in, as much or as little as they are able. It helps foster relationships with staff and other parents and has for me been the building block of many valued friendships. We would like to take this opportunity to thank the Committee for their dedication in attending meetings, missing their favourite TV programs once a month and eating cheese way too late in the evening. It is our wish for the new Committee to share the same rapport, perhaps without the cheese induced belly ache...When it comes down to it we all want the best for our children so let’s continue working together to ensure that 2011 is full of growth, new experiences and delivers much well earned success.

Kelly Green  P&C President

Student Representative Council message

Glenreagh Public School’s student leadership team is made up of four school captains and a representative from each grade. All members have been elected by their peers. Our captains run the full school assembly each fortnight. All SRC members take turns running the daily assemblies. In this way they are developing skills as future school leaders.

The SRC organises fundraising events for charities such as Stewart House and CanTeen. These events have included Bandanna Day, Crazy Hair Day and Pyjama Day. This year we raised $714.00.

Funds are also used for school projects such as the seed raising house and Munch ‘n’ Crunch garden. Thank you for the support given by the whole school for our fundraising and we hope you will be just as ready for next year’s events.

Cherry Sillick, Julia Botto, Caleb Cohen, Maddie Johnston-Stone, Jeremiah Pearson, Ronan Salmon and Archie Wearne

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

Enrolments have decreased due to the availability of residential rental accommodation in the area. Families that have purchased their own residence in the area have generally stayed and their children have progressed through primary school and are now moving to high school.

Student attendance profile

Attendance rates have improved slightly since 2008. Currently it is 92.5% which is a 4% increase from 2008 figures. Boys have a 91.7% attendance rate, girls have 93.4% and Aboriginal students have a 90.1% rate.

Management of non-attendance

All parents were informed 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/carers if there was a pattern of absence.

During Term 3 we introduced a positive attendance program. Students marked off a roll in the classroom and saw their attendance rates firsthand. They were rewarded at the end of each week for having 85% attendance at school. This reward was a positive attendance slip placed into a draw in each class for a $1 canteen voucher prize. Students were publicly congratulated at weekly assemblies for their attendance. The result has been an 18% increase in attendance across the school.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>3/4W</td>
<td>3</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>K/1B</td>
<td>K</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>K/1B</td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>1/2 A</td>
<td>1</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>1/2 A</td>
<td>2</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>5/6K</td>
<td>5</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>5/6K</td>
<td>6</td>
<td>14</td>
<td>27</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010 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.

<table>
<thead>
<tr>
<th>Staff establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
</tr>
<tr>
<td>Head Teachers</td>
</tr>
<tr>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
</tr>
<tr>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Teacher of ESL</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010 no staff identifying as indigenous were employed 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>65,856.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>83,713.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>100,802.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>27,651.69</td>
</tr>
<tr>
<td>Interest</td>
<td>3,567.49</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,637.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>278,228.40</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas | 7,586.06 |
- Excursions          | 12,516.35 |
- Extracurricular dissections | 7,057.94 |

Library | 1,827.34 |

Training & development

- Tied funds           | 110,316.82 |
- Casual relief teachers | 14,158.35 |
- Administration & office | 27,709.97 |
- School-operated canteen | 0.00     |
- Utilities            | 11,429.22  |
- Maintenance          | 26,575.26  |
- Trust accounts       | 0.00       |
- Capital programs     | 13,012.68  |
- Total expenditure    | 236,049.44 |

Balance carried forward | 42,178.96 |

A full copy of the school’s 2010 financial statement is tabled at the Annual General Meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance

Achievements

Arts

Congratulations to Zander Green and Daniel Shaw who both entered the University of New England art competition. There were nearly 500 entries, and 62 finalists were chosen to have their artwork displayed. Zander ‘s work was displayed in Armidale in the 2010 Let’s Hang It! Exhibition, as a finalist.

Glenreagh students put in a terrific effort for the Orara Valley Schools Pinata competition. Our school was rewarded with a $100.00 cheque from the Orara Valley Fair Committee for the children’s excellent artworks and strong community spirit.
Once again the whole school participated in weekly music activities with Ms Margaret Thandi. This led to a musical performance on Presentation Day telling the history of music from fifties to the nineties.

Congratulations also to Chanel Allamby in K/1B who won the Kindergarten award at the Cedar and Steam Art Exhibition. There were some terrific entries and Glenreagh students did us proud.

It was a great year for the GPS Guitar Club. Students from Year 1 to 6 participated in lessons that were held every Tuesday at lunch. The club started out with basic guitar foundations but due to their dedication and talent, moved quickly on to learning chords and rhythm. The lessons incorporated the Interactive Whiteboards, using great websites such as You Tube and Chordie. Students were able to choose songs they liked and watch the tutorials at school and home. Most students were able to read music and perform songs with accompanying vocals. All students are welcome to come along even if they do not have a guitar. GPS Guitar Club will continue on in 2011.

**Sport**

During the year all students participated in gymnastics, water safety activities and gross motor and games skills activities. Sports clinics included those run by School Gymnastics and the Northern NSW Football. We also took part in several Orara Valley events including soccer, softball and cricket carnivals. The Intensive Swimming Program was run again and we thank Mrs Smith for her excellent work in organizing this important activity.

The swimming carnival was won by Paterson. Age champions were: Sub Junior Girl - Brittney Lavis, Sub Junior Boy - Peter Cohen, Junior Girl - Maddie Johnston-Stone, Junior Boy - Josh Wearne, 11 Years Girl - Olivia Beggs, 11 Years Boy - Declan Salmon, Senior Girl - Emily Finneren and Senior Boy - Ewan Harman.

25 students went to the Orara Valley Swimming Carnival. The Senior Girl’s relay team came 2nd and Olivia Beggs, Cherry Sillick and Emily Finneren qualified for the Coffs Harbour District Swimming Carnival. Olivia Beggs gained 3rd place in 11yrs Girls 50m freestyle. She represented Coffs Harbour District in the Zone Carnival.

Very pleasing results in the Orara Valley Cross Country saw 11 students finish with top 12 placings in their age events. They were Lachlan Debomford, Kyle Hartnett-Ball, Brennan Moore, Josh Wearne, Declan Salmon, Richard Hickson, Jack Walsh, Maddie Finneren, Nerissa Hartnett-Ball, Lilly Grieves and Cherry Sillick. Brennan Moore went on to successfully compete at subsequent cross country events reaching the State Cross Country. Placing 74th at this level was an outstanding achievement and Brennan justly deserved the Sportsperson of the Year Award.

The Glenreagh Athletics Carnival was won by Paterson House. Age champions were: Junior Boys–Brennan Moore, Junior Girls– Kiara Bale, 11 yrs Boys– Declan Salmon, 11 yrs Girls– Brooke Richards, Senior Boys – Abe Gardner and Senior Girls – Emily Finneran. A number of our students were successful at the Orara Valley Athletics Carnival and moved to the next level, Coffs Harbour District. Brennan Moore successfully competed at this stage reaching the Mid North Coast Athletics Carnival competing in the 800 metres.

**Premier’s Debating Challenge**

Once again our small school gained considerable success during the year in this challenge. The debating team of Cherry Sillick, Laura Johnson, Yarra Pippin and Ewan Harman had with wins against Ulong Public School, Coffs Harbour Public School and Toormina Public School. This last debate led to a place in the North Coast Quarter Finals. Unfortunately Glenreagh lost to Lawrence Public School however our debaters did a marvellous job and we are very proud of their achievements. As a result of her outstanding performances during the challenge, Laura Johnson was selected for training and tryouts to be a part of the North Coast debating team. Our
thanks go to Mrs Kaler who trained the team often during her lunch hour.

GPS- Chook Club

The GPS Chook Club was a great success this year with the sale of its delicious organic free range eggs. Eggs are available from the front office for $4 for a dozen or see Mr Woolley. The chooks allow the lunchtime food scraps to be recycled and for students take responsibility for caring for the chickens. Currently we have 5 chooks and a rooster which provide on average around a dozen plus eggs a week. All students are welcome to be involved.

A big thank-you to Abe Gardner, Harry Earea and Aiden Johnson for their help throughout the year, also to the Botto family for caring for the chooks during the school holidays.

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 these 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

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>30%</td>
</tr>
</tbody>
</table>

There are 10% of Year 3 students in the bottom 2 bands and 80% in the middle 2 bands, with 10% of students in the top band of 6. Inferred meaning is identified as an area of focus and those students in the bottom bands will be provided with support.
There are 10% of Year 3 students in the bottom 2 bands and 40% in the middle two bands with 50% in the top two bands. Results in Writing are slightly higher than those in reading.

100% of Year 3 students achieved at or above the minimum standard. 20% achieved Band 4 and 30% achieved Band 5. These results were above the state average.

Numeracy – NAPLAN Year 3

80% of students in Year 3 achieved the minimum standard or above. 60% of Year 3 students achieved Band 3 or higher.
In Year Five Reading 23% of students were in the bottom 2 bands and 69% in the middle two bands, with 8% in the top Band 8.

In Year Five Writing 8% of students were in the bottom 2 bands and 69% in the middle two bands, with 23% in Band 7. The school had no students in Band 8.

85% of Year 5 students achieved at or above the minimum standard. 16% achieved Band 6 and 32% achieved Band 7. Results in Band 7 were above the state average.
77% of students in Year 5 achieved the minimum standard or above. 46% of Year 5 students achieved Band 6 or higher.

In 2010 results showed 31% in bottom 2 bands, 54% in the middle 2 bands and 16% in the top two bands in overall numeracy. As compared to 2009 the results showed 28% in the bottom 2 bands, 28% in the middle 2 bands and 42% in the top 2 bands.

Progress in literacy

Our students achieved a progress rate 34.25% higher than the state average. A very pleasing accomplishment for our small school.

Our students achieved a progress rate in Writing 23.8% higher than the state average. This was a marvellous achievement for our small school.
Progress in numeracy

Our students again achieved a higher growth rate than the state from Year 3 to Year 5 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.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>77</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**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.

Aboriginal perspectives are an important component in all Key Learning Areas.

**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.

**Multicultural education**

All students are exposed to Multicultural Education through the implementation of the Connected Outcomes work units. During the year we celebrated Harmony Day with a memorable visit from the Orara High School drumming group. Their performance was so exciting that everyone jumped up to dance with them.

**Environmental Education**

The SEMP continues to provide a cornerstone for school activities and learning programs. We were successful in gaining two grants totalling $2,200. The Coles Junior Landcare School Garden Grant provided funds to build our seed raising house. Projects for the seed house include propagating local indigenous plant species to be planted on the riverbank area within the Glenreagh village.

The Yates Junior Landcare School Garden Grant will be used for seed raising equipment, watering
systems and shade and pest repelling covers for the Munch ‘n’ Crunch garden.

Activities during the year included:

- Student attendance at the Youth Environment Council at the Coffs Harbour Botanical Gardens.
- Donations of seedlings, planter boxes, soil, mulch and gardening equipment from Bunnings whose team helped the whole school plant out the new beds and seedlings.
- Several working bees to lay new soil, compost and plant green manure crops.

Glenreagh Public School was featured by the National Trust Eco Schools Project in their Annual General Report (2009-2010).

Respect and responsibility
This year a review of the school’s discipline code and welfare practices was undertaken. Focus on the positive elements of behaviour was reinforced within the code. Parents were invited to give their input at a meeting. Responses from the parent survey indicated a positive view of welfare practices in the school. In 2011 the revamped system will be implemented in stages.

Peer Support Training was undertaken by Year 6 students who provided lessons to small groups of K-5 students on friendship skills, playing together, fair play and sharing. During the year the Values Framework as per the department syllabus was communicated to parents via the school newsletter.

All members of our school are encouraged to continue to treat each other with respect and take responsibility for their actions in all situations.

Active After School Communities
The Active After-school Communities program is a national initiative that provides primary school-aged children with access to free sport and other structured physical activity programs in the after-school time slot of 3.10pm to 4.30pm. It engages children in sport and other structured physical activities. A healthy afternoon tea is provided before each session.

This year students have participated in gymnastics, multi-skills including softball and soccer, swimming and athletics. Mrs Judy Mitchell, our AASC co-ordinator, organised a number of guest instructors during the year. This ensured our students had access to the highest standard of coaching. Funding for 2011 has been approved. We thank Mrs Mitchell and the AAS tutors for their work.

Sun Smart
Our school was accepted as a Sun Smart school by the Cancer Council of Australia. The sign is proudly displayed on our front fence. To be a sun smart school required a written sun protection policy meeting minimum standards relating to curriculum, behaviour and the environment, work to increase shade and reschedule outdoor activities to lower UV times of the day and teaching children about sun protection.

Kids in the Kitchen
This year we introduced the Kids in the Kitchen program. Our breakfast fundraisers helped purchase ingredients and utensils for classes to use in cooking lessons. Two parents completed a course in teaching cooking classes to students. Teachers and parents planned lessons and cooking afternoons using our new canteen and produce grown from our Munch ‘n’ Crunch garden.

National partnership programs
We are pleased to be part of the National Partnerships Program in 2011. This will mean we have the benefit of additional staffing with two Highly Accomplished Teachers to support us in our school focus areas of Literacy and Numeracy.
Excursions
In Term 4 Stage 3 students travelled to Brisbane where they enjoyed visiting many fascinating places. As part of their studies on Australian democracy, they visited the Queensland Parliament House. They observed a session of parliament and took part in a discussion of its history. Their visits to Australia Zoo and Underwater World contributed to their understandings of the Australian environment.

Stage 2 visited Cascade Field Studies Centre also in Term 4 to support science-related activities undertaken in class. The students were involved in bushwalking, river watching, archaeological digs and microscopic investigations.

Progress on 2010 targets

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:

Our achievements include:

- 80% of students in Year 3 achieved the minimum standard or above. 60% of Year 3 students achieved Band 3 or higher.
- 77% of students of students in Year 5 achieved the minimum standard or above. 46% of Year 5 students achieved Band 6 or higher.

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.

Our achievements include:

- 100% of Year 3 students achieved at or above the minimum standard. 20% achieved Band 4 and 30% achieved Band 5. These results were above the state average.
- 85% of Year 5 students achieved at or above the minimum standard. 16% achieved Band 6 and 32% achieved Band 7. Results in Band 7 were above the state average.

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

Our achievements include:

- 100% of Year 3 students achieved at or above the minimum standard. 60% of students in Year 3 achieved band 4 or higher.
- 100% of Year 5 students achieved at or above the minimum standard. 70% of Year 5 students achieved Band 5 or higher.

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 2010 our school carried out evaluations of Enter text here

Educational and management practice

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents
47% of families returned surveys. A discussion with parents/carers of Aboriginal students also occurred. The findings were:

- 91% of parents believe the school’s current aim is to improve the quality of teaching and learning.
• 100% of parents believe that they share in the education of their child.
• 83% are pleased that their child attends this school.
• 95% believe that the students are the main focus of the school, and that they are happy and engaged.
• 100% believe that the school rewards students.
• 75% of parents feel welcome at school.
• 70% of parents feel that they can talk to their child’s teacher about his/her progress.
• 95% of parents feel that the ASR, newsletters and other information tells them how the school is performing.
• Parents are happy with the opportunities for parents to contribute to and support student learning.
• 33% of parents don’t think they are informed about decisions made by the P and C.
• 29% of parents don’t believe they are consulted regarding new ideas or changes to the school.
• The focus group felt that improvements could be made with better attendance of students.

Implications— the school will continue to:
• Improve upon communication between home and school.
• Give opportunities to parents to discuss new ideas or changes that may occur.
• Make parents, carers and visitors feel valued and welcome.
• Make students the focus and the teaching and learning be of the highest quality.

Students

Student surveys on school life found that:
• 100% of students in Stage 2 and 95% of students in Stage 3 feel happy.
• 94% of students in Stage 2 and 96% of students in Stage 3 believe that their teacher helps them to do their best.
• Students in Stage 2 (95%) and 3 (86%) feel strongly that they are proud to be a student at Glenreagh Public School and it is a place they like to go.
• Only 68% of Stage 3 students would like to do extra work.

Student surveys on Literacy found that:
• 100% of students in Stage 2 and 85% of students in Stage 3 believe that English is important to learn.
• 77% of students in Stage 3 believe they are being challenged at school.
• 81% of students in Stage 3 think that the school expects them to do well.

Student surveys on Numeracy found that:
• 97% of students believe that Mathematics is an important subject to learn.
• 85% of students believe that teachers expect them to do well, whilst 15% of students don’t know.
• 95% of students in Stage 2 and 3 feel that the work in Mathematics lessons challenges them and makes them think.
• 40% of Stage 3 students believe that they need to improve Space and Measurement skills.

Implications—
• Increase the feedback to students regarding the importance and value of doing well at school.
• Make time for teachers and students to have feedback and feed forward meetings to discuss progress, areas for improvement and possibilities for extension work.
• Continue to provide a happy, safe and fun learning environment where students enjoy participating each day.
Staff surveys found that:

- 84% of staff agree that whole school strategies have improved student performance with NAPLAN Literacy and Numeracy.
- 84% of staff believe they have a deep understanding of the English and Mathematics K-6 syllabus documents.
- 100% of staff feel confident in implementing the English and Mathematics syllabus documents.
- 60% of staff believe that leaders encourage staff to constructively challenge educational practice.
- 100% of staff feel that leaders motivate and inspire learners.

Implications — the school can:

- Strive for continuous improvement in the teaching and learning cycle.
- Provide further opportunities for staff to embed NAPLAN teaching strategies into their teaching practice.
- Provide opportunities to enhance curriculum knowledge in Literacy and Numeracy.

Professional learning

All teaching and administrative staff participated in professional learning activities in 2010. The funds from the Teacher Professional Learning (TPL) budget were expended as follows:

- Accelerated Literacy (AL) training. Further training and support in AL was offered through a Self Nominated Project with the Orara Valley Community of Schools.
- All staff have completed 5 hours of the 10 hour Prioritising Grammar course in 2010. This course aligns well with the AL training.
- 83% of staff (including SASS) completed Senior First Aid training in 2010.
- Compliance training was completed by those staff not engaged with Senior First Aid.
- SASS staff attended the 2010 Information Expo.
- Professional learning and training included SMART 2, Aboriginal PLPs, Beststart, Online Autism Course and The REAL game.
- Staff members attended staff development days in Terms 1, 2 and 3. These days covered training in NAPLAN analysis, spelling strategies and resources, IWB use and the PD/PE/Health syllabus.

School development 2009 – 2011

Targets for 2011

Target 1

To increase the number of students in Year 3 Spelling in Band 3 or higher from 60% to 70% in NAPLAN 2011.

To increase the number of students in Year 5 Spelling in Band 5 or higher from 73% to 80% in NAPLAN 2011.

Strategies to achieve this target include:

- Conduct a spelling audit with staff. What, How, Why are we teaching spelling.
- Continue to facilitate a whole school sequenced program of professional learning in item analysis driving teaching focus. HAT and Literacy Support Teacher will lead and be a guide by the side in the classroom.

Our success will be measured by:

- Monitor and evaluate literacy focus through students writing, NAPLAN results, Criterion Spelling Assessment and South Australian Spelling Assessment (yearly).
- Assessments are consistent and allow for data analysis and tracking.
- Classroom based weekly Spelling assessments indicate the spelling strategies being taught are effective.
**Target 2**

To decrease the percentage difference from state in Year 3 NAPLAN Numeracy results with solving a range of single step problems from -25% to equal with state in 2011.

To decrease the percentage difference from state in Year 5 NAPLAN Numeracy results with solving a range of one and two step problems from -24% to equal with state in 2011.

Strategies to achieve this target include:

- Professional learning opportunities are provided: including Newman’s Error Analysis; NAPLAN analysis; explicit teaching using QT framework.

- Utilise NAPLAN teaching strategies, TEN and Best Start training and resources. Teachers use rubrics, quality assessment practices and explicit criteria to communicate effectively with students.

- Learning to read problems and jointly solve them is part of daily teaching. Teach vocabulary related to numeracy needs. Describe problems using numbers, practical materials and diagrams. Team teaching and lesson study with HAT on problem solving.

Our success will be measured by:

- All teaching staff include strategies and actions in their numeracy programs that focus on all Mathematics Strands.

- Assessments are consistent and allow for data analysis and tracking.

- Monitor and evaluate numeracy focus through students work samples, NAPLAN results and Mathematics Diagnostic Assessment (yearly).

**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.

Leonie Buehler  Relieving Principal
Kelly Green  P&C President
Susan Armstead  Classroom Teacher
Shaunagh Slingsby  School Administration Officer

Enter team member and position

**School contact information**

Glenreagh Public School
Bridge St Glenreagh 2450
Ph: 6649 2133
Fax: 66492209
Email: glenreagh-p.school@det.nsw.edu.au
Web: www.glenreagh-p.school.nsw.edu.au

School Code: 2016

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: