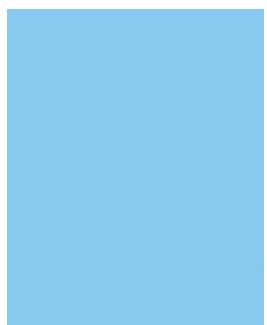
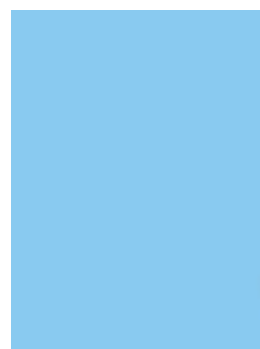


2009 Annual School Report Glenroy Public School

NSW Public Schools – Leading the way



Messages

Principal's message

This school remains a school for all children. We welcome and embrace every child regardless of socio-economic, cultural or religious background. We seek to provide each and every student with a wide, generic set of skills, knowledge and attitudes to equip them for responsible citizenship in a caring, supportive environment. The demographic area of the school includes new private subdivisions as well as a significant proportion of the city's government-owned houses. Equity of opportunity is a cornerstone of our philosophy of a school for all.

This has been a most successful year for Glenroy Public School. We have participated in a wide variety of community activities and have made significant progress in the areas of academia and socialisation. The school remains, I believe, a happy and productive place and this rich environment is a positive springboard for the future.

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.

John Dent

P&C message

During 2009, the P & C conducted some very profitable fundraising activities. Events that are held annually raised marginally less revenue than in 2008 but are always popular with the school community none the less. Our staple fundraising events included the Easter and Christmas Raffles along with the Mother's and Father's Day stalls and Pie and Lamington Drives. In addition to these activities a "5c Fundraiser" was trialed. With a little healthy competition between the classes this proved to be a very successful way to raise much needed funds for the school. Just over \$1300.00 was collected with a donation from these proceeds being made available to purchase replacement drums for Middle Kinglake Primary School who had their school destroyed by the Black Saturday fires earlier in the year.

As a major fundraiser this year the P & C conducted a Trivia Night. This was a very popular event with staff and parents well represented. Local businesses and families donated items for prizes. The evening raised almost \$2400.00.

In total, \$10 054.99 was raised from the various fundraising events with an additional \$3 335.29 coming from new and secondhand uniform sales

and \$276.75 transferred to the P & C account from Canteen profits.

The P & C made a substantial contribution for the school to purchase a Smartboard. It continues to support those students that represent the school at Riverina and State level by providing a subsidy to parents. Again this year, we contributed \$500.00, to the Year 5/6 excursion, made \$700.00 available to teachers to be used for local excursions and donated \$4 000.00 to the school's budget. These funds were used for a variety of teaching resources including Sing books, Targeting Handwriting books and Science week resources.

In 2010 our focus will be on developing the "Outdoor Learning Area", between the existing Hall and the Computer Lab, into an aesthetically pleasing area that can be utilized for both educational and recreational purposes.

The P & C will continue its active role and welcomes any new members to join a dedicated and proud Committee. We would also like to sincerely thank those members who left at the end of 2009, for their time, effort, work and various contributions.

Glenroy Public School canteen is currently open three days a week offering the students healthy options at great value. The canteen aims to provide low fat choices in snacks, for example: mousse, light jellies, fruit salads, fruit kebabs, frozen juice and frozen slushy drinks are some of our popular lines. Lunch menus vary from winter to summer months, with healthy, low-fat choices being of prime importance. Meal Deal days are very popular with the students.

All profits from the canteen are ploughed back into the school's P&C. The money raised is then used to fund programs in the school to benefit students.

The P and C would like to encourage more parents and carers to give of their time to ensure that the canteen is amply staffed. The prime reason for the canteen's existence is to provide healthy, nourishing food and drink for the students of Glenroy Public School.

Kylie McLeod-Nibbs

Student representative's message

2009 was a great year for the SRC. We were active in many aspects of the school. We participated in the Riverina South Leadership Breakfast, held ANZAC services, raised money for the school and selected charities by selling ice blocks, party bags, holding cake stalls, mufti days, and discos. The Year 6 Mini Mart was another huge success for us raising over \$700. We would like to wish the 2010 SRC luck next year and

hope you enjoy the experience as much as we did. We would also like to wish Year 6 luck in the future and their endeavours in High School. To the staff and community, we say thank you for your dedication and support throughout our six years at Glenroy Public School. We have enjoyed the time immensely.

President – Alex McKinnon

Secretary – Dana Martin

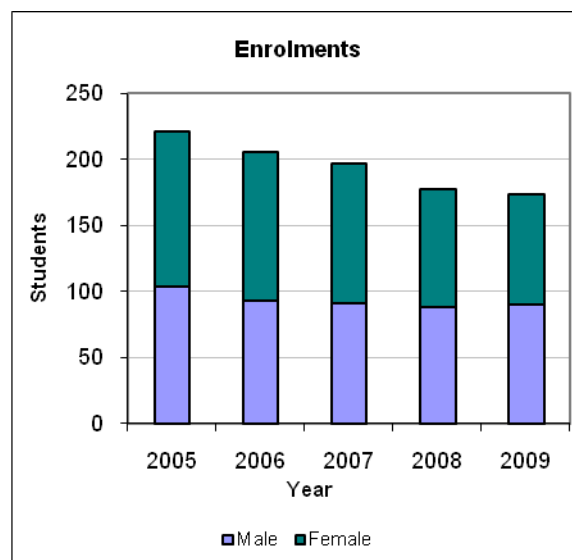
Treasurer – Alana Cameron

School context

Student information

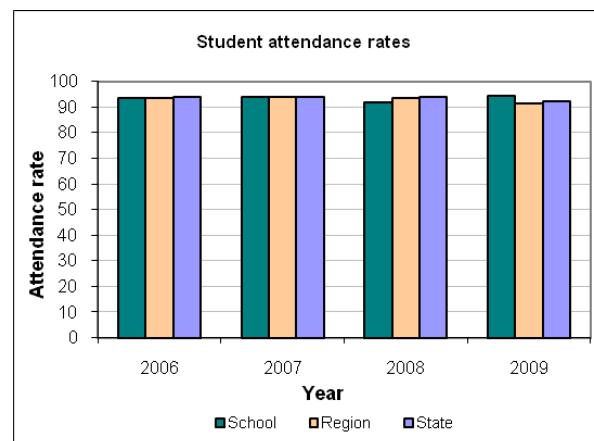
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



Glenroy Public School has experienced a downturn in student population since 2002. This downturn should be reversed over the next few years with one housing estate expanding and another being established adjacent to the school.

Student attendance profile



Management of non-attendance

Glenroy Public School has a small number of transient students. These students often have sporadic attendance patterns. They contribute significantly to the total number of days absent. We are very pleased to report that Glenroy Public School is currently maintaining attendance rates above Regional level and also above State level. We attribute some of this improvement to the implementation of *Celebrating Attendance*, a Department of Education initiative. Please refer to page 5 for further information.

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.

Roll Class	Year	Total per Year	Total in Class
1/2.F	1	6	25
1/2.F	2	19	25
3/4A	3	11	26
3/4A	4	15	26
3/4P	3	11	27
3/4P	4	16	27
5/6B	5	13	24
5/6B	6	11	24
5/6M	5	15	25
5/6M	6	10	25
K/1IC	1	7	22
K/1IC	K	15	22
K/1OR	1	6	20
K/1OR	K	14	20

Structure of classes

During 2009, Glenroy Public School had seven classes consisting of seven composite classes. Students were able to access our computer lab for one hour per week with class teacher lead lessons. Drama and Music featured as release from face to face programs. Students also attended the school library for one hour per week.

Staff information

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

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	2
Classroom Teachers	5
Primary Part-time teacher	0.3
Teacher Release from face-to-face	0.294
Teacher Reading Recovery	0.5
Support Teacher Learning Assistance	0.5
Teacher Librarian	0.4
Support Teacher Autism-	1.0
Counsellor	0.2
School Office Manager	1.0
School Administrative Officer	0.622
School General Assistant	0.32
Learning Support Officers-Integration	2.5
Aboriginal Literacy Numeracy LSO	0.3
Total	15.936

Our Literacy and Numeracy Learning Support Officer is employed on a temporary basis. She has been employed utilizing Supplementary Recurrent Funding. She also works as a learning Support Officer-Integration.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	92
Postgraduate	8



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	95 830.26
Global funds	114 709.87
Tied funds	162 062.64
School & community sources	50 736.56
Interest	4 705.36
Trust receipts	7 498.00
Canteen	0.00
Total income	435 542.69
Expenditure	
Teaching & learning	
Key learning areas	33 459.70
Excursions	11 743.19
Extracurricular dissections	17 643.46
Library	3 526.35
Training & development	4 174.93
Tied funds	174 911.08
Casual relief teachers	19 919.00
Administration & office	27 923.57
School-operated canteen	0.00
Utilities	26 743.59
Maintenance	6 768.07
Trust accounts	6 033.01
Capital programs	0.00
Total expenditure	332 845.95
Balance carried forward	102 696.74

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the School Parents and Citizens' Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

All students are encouraged to be engaged in activities that promote the arts and sport. The school focuses on teaching the knowledge and skills that allow all students to participate in these activities, and also supports students who show particular talent in these areas.

Ten students studied guitar for semester two and performed in tandem with our *Kids on Keyboards* students at our Annual Presentation Assembly in December.

Katherine Megan McArthur, a NASA Astronaut and Oceanographer, held the students spellbound when she described her many space adventures. This was a highlight of our Science Week activities.

K-2 Classes presented outstanding song, dance and drama performances fortnightly at their formal assemblies. These assemblies were well supported by the School Community.

We had a number of visiting shows with a highlight being a visit by Michael Salmon, world renowned author.

Twelve students were selected to travel to Wagga and participate in Operation Art.

Selected students displayed their art work at Lavington Centro during Education Week.

Five of our students were selected to be part of the James Fallon Junior Dance Ensemble.

Sport

First term saw every child participate in our own school athletic sports held most successfully in our spacious, well-organised school grounds. The successful primary students progressed to the district athletic sports at Alexander Park.

First term also saw the running of our school swimming sports. A fun and competitive day was had by all with many children progressing to district level.

The school cross country was run in term 2 at Fredrick's Park. Forty five children progressed to the district level and competed at Thurgoona. Glenroy PS was the organiser of the Zone Cross Country this year and organised the Zone team to compete at Regional level in Griffith. Two of our students qualified to compete at State level in Sydney. Congratulations Alhana Hofer and Paige Flannery.

Throughout terms 2 and 3 the primary students competed in the PSSA winter competition. Football, netball and soccer teams were fielded. These teams competed very competitively and trained conscientiously. Thanks to the parents and teachers who gave up their time for training.

Throughout the year all students have participated in a variety of sports clinics including- AFL, Soccer, Cricket and Rugby.

Primary students attended district trials in the following sports-football, soccer, touch, cricket, basketball and hockey. Congratulations to many

students who made the District teams. Glenroy hosted and conducted the AFL and Basketball trials.

Glenroy Public School has once again participated in the After School hours Active School Sports Program. Thirty to thirty- five students have regularly participated once a week. The children have competed in a variety of sports and the school has benefited by being able to purchase valuable equipment. Glenroy Public School was the first Albury School to participate in the program. We have continuously conducted the program since 2006.

Throughout term 4 we competed in the PSSA competition in cricket- junior and senior, touch and junior t-ball. All teams were competitive. It was great to see 80% of our children competing in PSSA teams each week. A highlight this year was the Junior PSSA Cricket Team winning the competition.

We competed in two whole day tournaments throughout the year.

We entered eight touch teams at the Jelbart Park tournament. The primary classes thoroughly enjoyed the day and prepared them well for the PSSA competitions this year.

The senior primary students had four mixed teams in the Super 8's Cricket Day.

Forty-five children were involved in an intensive swimming coaching course at the Albury pool.

All Early Stage One and Stage One students participated in an intense gymnastics program.

We joined with our Northern Spirit Partnership Schools in a very successful *Get Active in the Middle Years* project. Students from Years 5-8 were involved.

Lunchtime Clubs

Teachers have organised and implemented a lunchtime activity programs for many years at Glenroy Public School. During 2009, several students decided that they would like to run *Lunchtime Clubs*. Students and staff organised and ran dance, table tennis, hobby, handball, art/craft, cooking and fun clubs involving students from Kindergarten through to Year Six. Members of the Student Council are playing a pivotal role in the organisation and implementation of lunchtime clubs.

University of New South Wales Competitions

Students from Glenroy Public School achieved outstanding results when they participated in the University of New South Wales International Competitions and Assessments for schools.

In 2009, 56 students participated in a total of 111 assessments in the areas of Computer, Science, Spelling, Writing, Mathematics and English. This is 16 more tests sat than in 2008. Students received 23 Credit Certificates, nine Distinction Certificates and two High Distinction Certificates.

It is our aim to increase the number of students who achieve Credits, Distinction and High Distinctions in 2010.

Academic

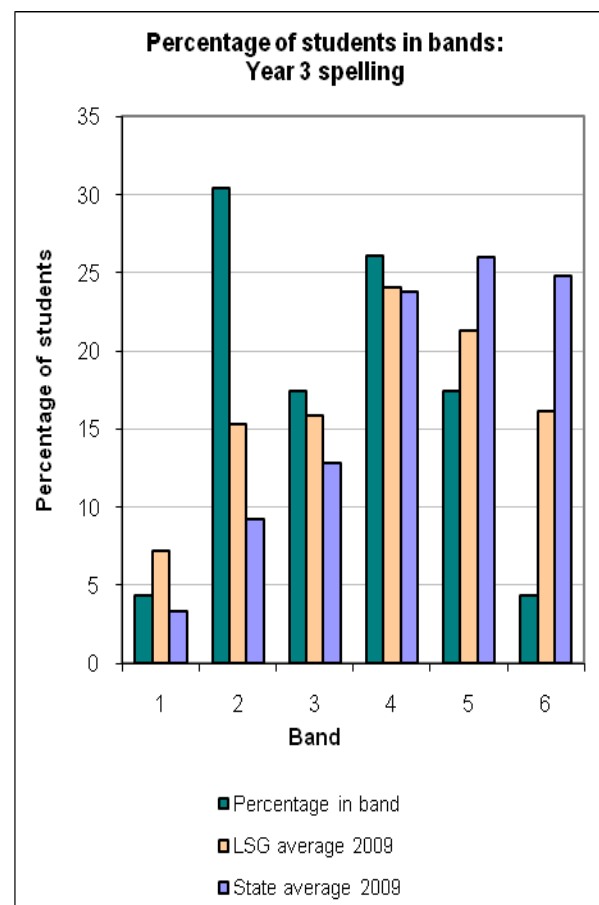
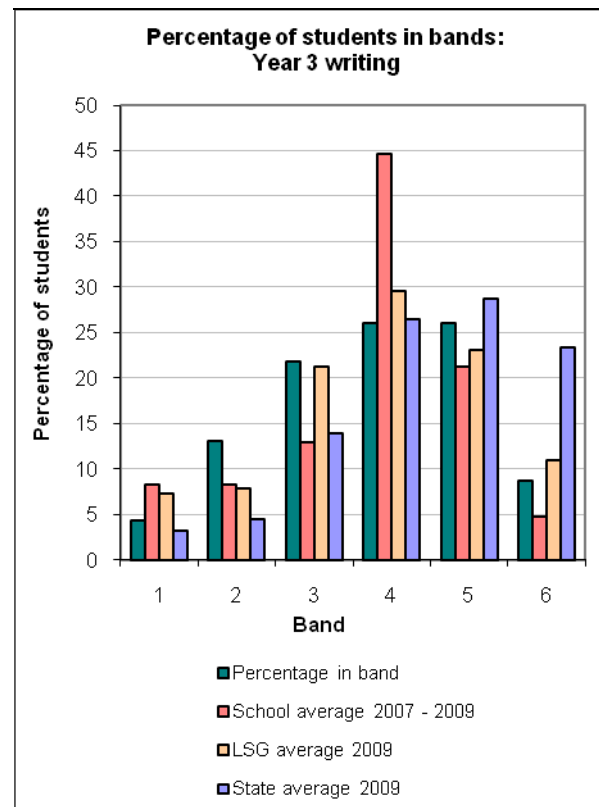
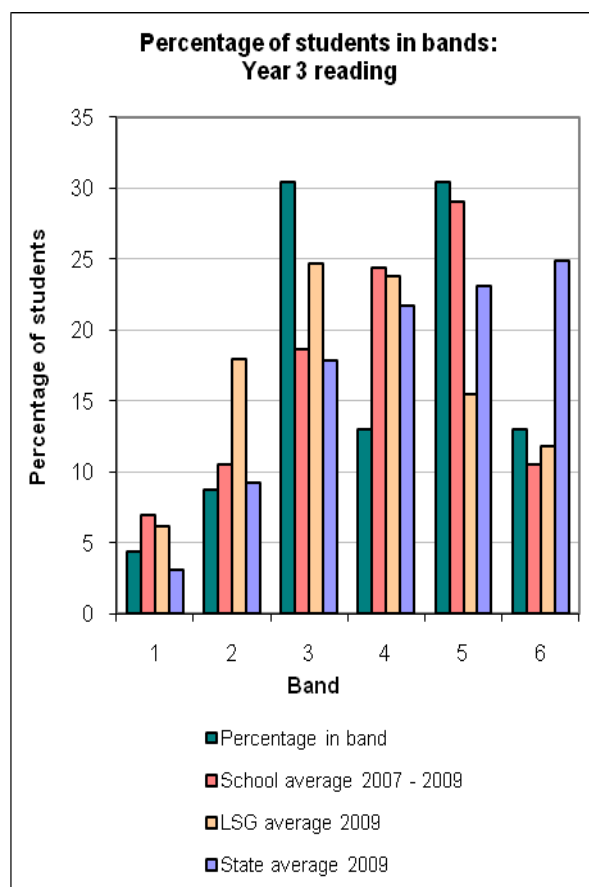
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

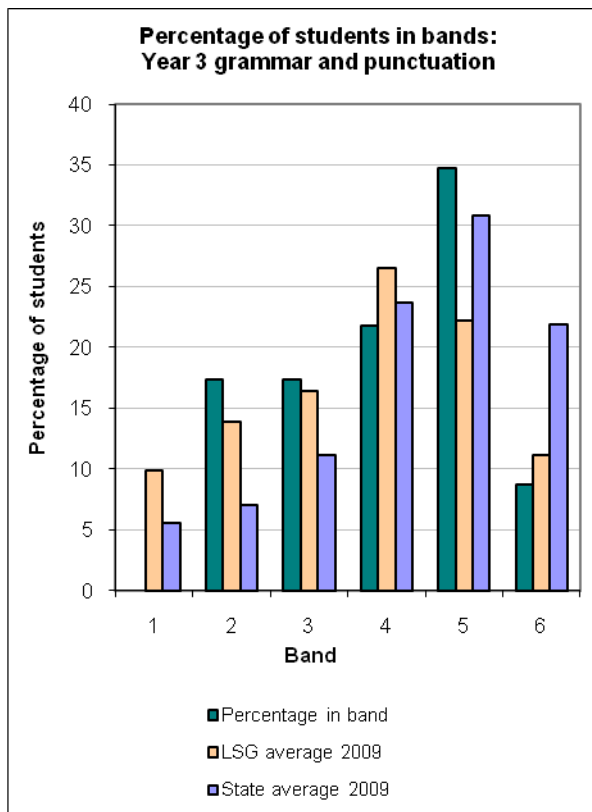
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

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

Literacy – NAPLAN Year 3

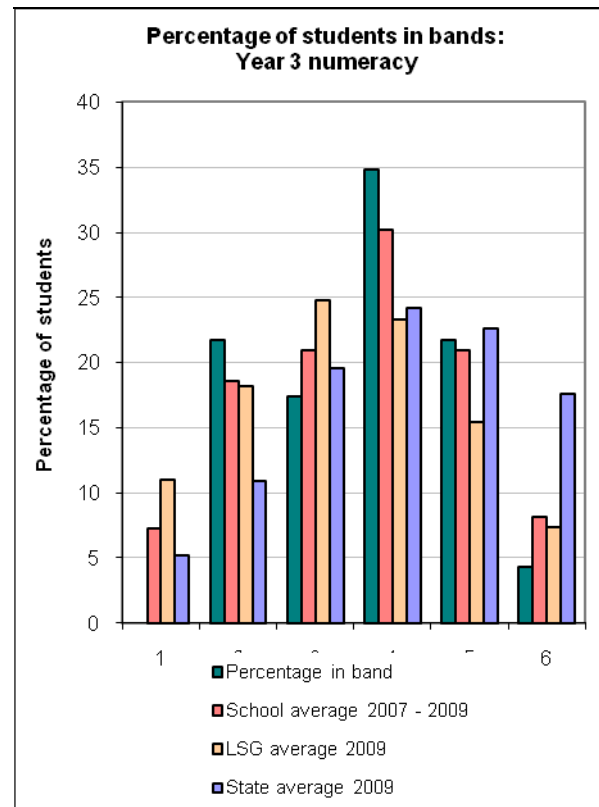




- Twenty-three students undertook the NAPLAN in Literacy with assessments being conducted in Reading, Spelling, Grammar, Punctuation and Writing.
- Overall, 96% of students achieved at a standard above the national minimum benchmark.
- The school remains under-represented in Band 6. We had no students in Band 1 for Literacy
- 52% of students were in Bands 4 and 5 compared with 54% of the state in overall literacy.
- Students experiencing difficulty did so in each skill area.
- In writing, 4% of students were in Band 1 compared with 3% of the state. Writing is an area where we have shown significant improvement from 2008. See Target One.

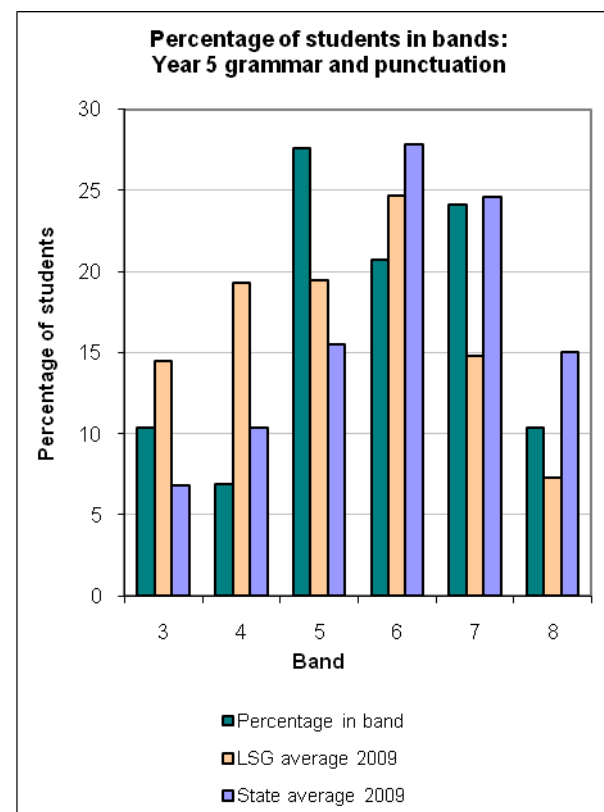
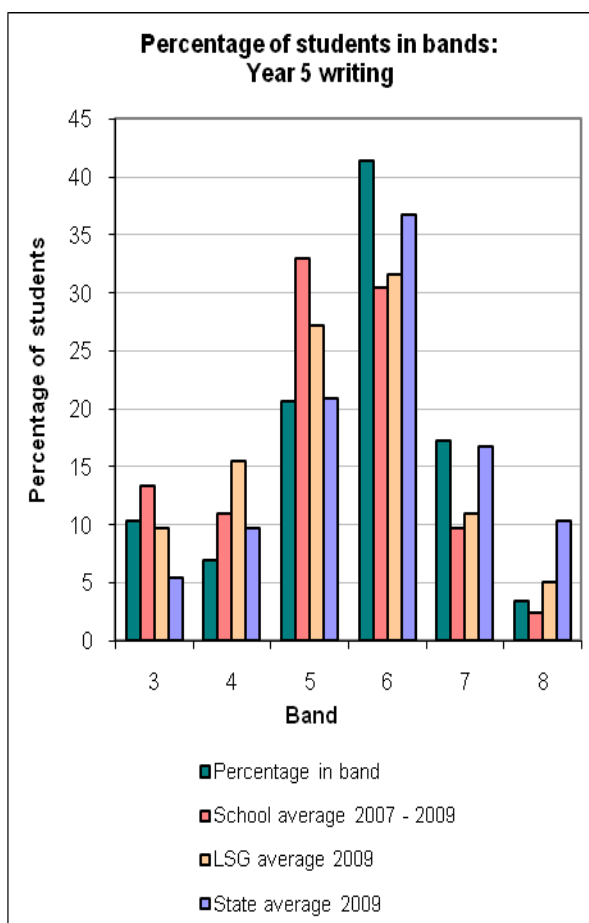
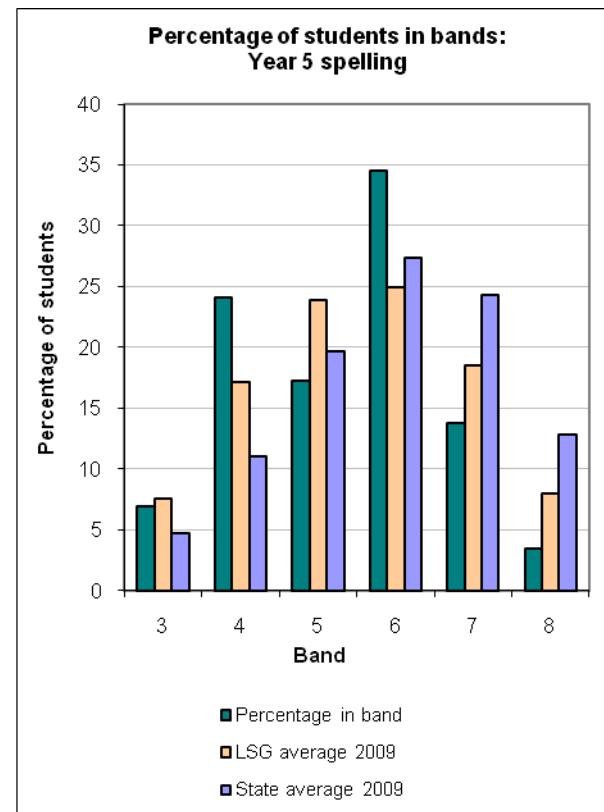
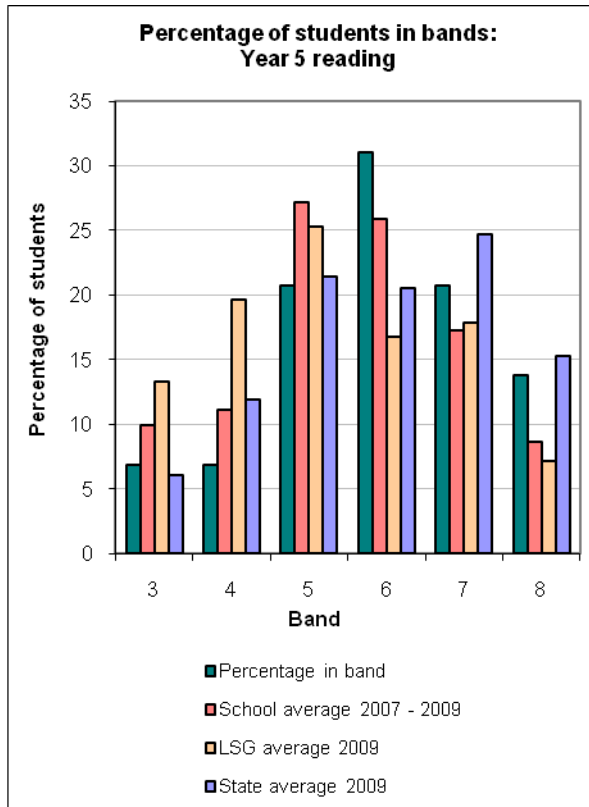


Numeracy – NAPLAN Year 3



- Twenty-three students undertook the NAPLAN in Numeracy with assessments being conducted in number, patterns, algebra, measurement, data, space and geometry.
- 100% of students achieved at a standard above the national minimum benchmark.
- Results show that the school was stronger in number, patterns and algebra than in measurement, data, space and geometry.
- 61% of students were in Bands 4, 5 and 6 compared with 65% of the state in overall numeracy.
- The school was under-represented in Band 6.
- 100% of students achieved at a standard above the national minimum benchmark.

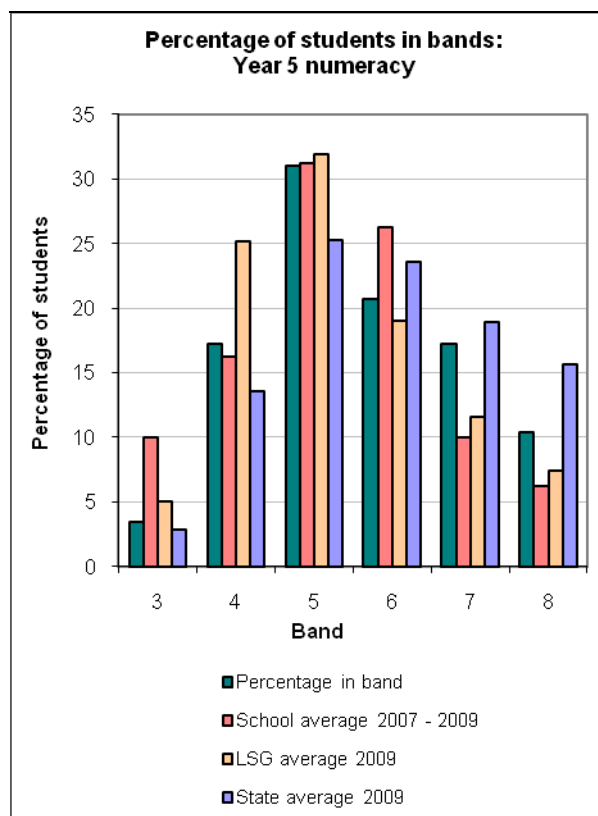
Literacy – NAPLAN Year 5



- Twenty-nine students undertook the NAPLAN in Literacy with assessments being conducted in reading, spelling, grammar, punctuation and writing.

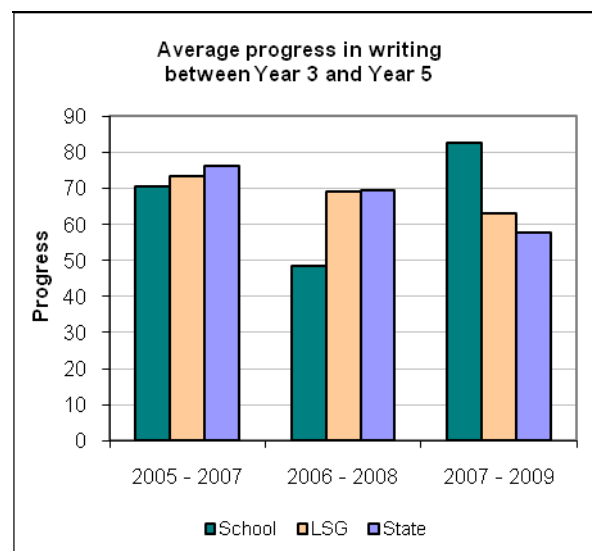
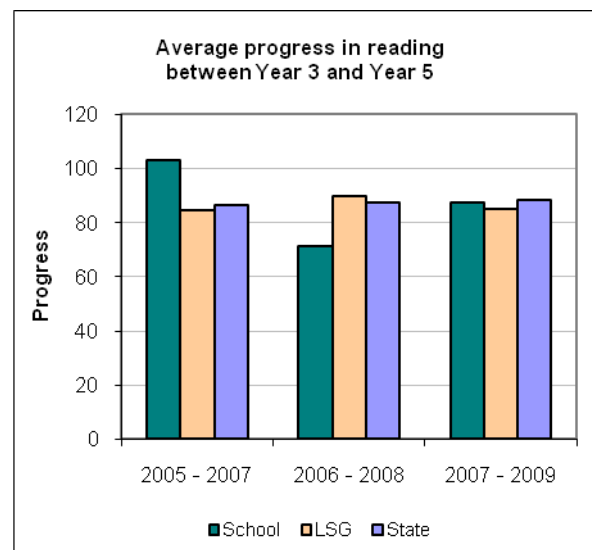
- The school was able to assess the growth of 83% of students who were assessed in Year 3 BST.
- In the area of reading, we are at state average.
- 28% of students were in Band 7 and 8. Compared with the state average of 34%.
- In writing, 90% of students achieved at or above minimum growth. See Target One.
- Substantial growth was recorded between Year three and Year five for our students. It was above region and approaching state average.

Numeracy – NAPLAN Year 5

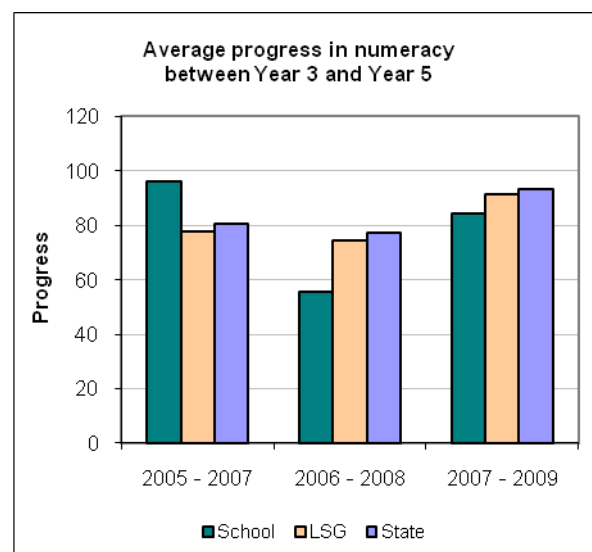


- Twenty-nine students undertook the NAPLAN in numeracy with assessments being conducted in number, patterns, algebra, measurement, data, space and geometry.
- The school achieved above regional average in Numeracy.
- Trends from 2004 to 2007 indicated a growth. 2008 saw a downward trend, 2009 is seeing a significant growth again.
- 48% of students were in Bands 6, 7 and 8 compared with 80% of the state in overall numeracy. See Target Two.
- Students experiencing difficulty did so in all aspects of numeracy.

Progress in literacy



Progress 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 achieving at and above minimum standard	
Reading	96
Writing	96
Spelling	96
Punctuation and grammar	100
Numeracy	100
Percentage of Year 5 students achieving at and above minimum standard	
Reading	93
Writing	90
Spelling	93
Punctuation and grammar	90
Numeracy	97

Significant programs and initiatives

Students at Glenroy Public School benefit from involvement in a number of additional programs supporting Literacy, Numeracy, cultural diversity and inclusion.

Aboriginal education



The school community continues to foster harmony within the school grounds and there is a confidence amongst the members of the school community that racism is not a feature of the school.

The school has trained another teacher in Accelerated Literacy. This brings the total number of teachers trained to six.

Daphne Biggs continued to be a valuable member of staff and contributed to the positiveness of the school as a Literacy and Numeracy tutor, Learning Support Officer-Integration, a mentor and a powerful advocate for all students. NAIDOC celebrations featured strongly in student and staff Indigenous Cultural Learning. NAIDOC was celebrated in term three. Students painted, danced and sang their way through a wonderful day lead by a variety of community members. A variety of Aboriginal Cultural activities were undertaken. A professional artist was hired and led the students in the painting of a 24 square metre mural of the rainbow serpent.



This was our way to help all members of the School Community to learn about traditional Aboriginal culture and history. The involvement of local community in the development and delivery of this learning was a significant feature.

The Acknowledgement of Country has become an integral part of school assemblies and our Aboriginal School Leaders complete this task. During our Annual Presentation Assembly, one of our Aboriginal Students opened the ceremony with a Welcome to Country in her tribal tongue, Wiradjuri.

Aboriginal Year 4, 5 and six students attended an Indigenous Day at Charles Sturt University.

The Aboriginal Education Consultant visited the school and led staff through a Professional Development Activity to develop appropriate Personalised Learning Plan pro-forma for implementation.

Aboriginal Students accompanied by staff, attended the opening of the Albury– Wodonga Health Service on 26/9/2009. This was a very proud day for our Community.

The school is currently re-developing the Koori Centre in the school Assembly Hall. We had a local artist Mrs Rita Wenberg, present the school with a series of paintings depicting a variety of aspects of Aboriginal Culture. These are currently displayed in the school foyer.

Multicultural education

The Principal of Glenroy Public School is a trained Anti-Racism Contact and is a member of the Riverina Equity Committee.

Respect and responsibility

The Student Welfare Committee has continued to undertake an evaluation process in 2009 to consolidate our school Welfare Policy. The focus was one of positive rewards for students who displayed respect and responsibility.

The school has a strong Student Representative Council who play an integral role in the day-to-day running of the school.

Students are encouraged to contribute to fundraising activities conducted at school, both as organisers and purchasers/participants.

For further information refer to 2010 targets.

Other programs

Learning Assistance Program

The school is inclusive in its philosophy and makes provision for full participation of all students. The school supports students with disabilities and learning difficulties through a range of internal and external programs.

Within the school the Support Teacher Learning, coordinates additional tuition for students with learning difficulties in literacy and numeracy and liaise with teachers to compile individual learning programs for students with special needs.

The Reading Recovery Teacher worked with eleven Year One students to develop their capacity to read at the level of their peers.

Funding support provided learning support officer assistance to students with identified disabilities to ensure full participation in class and school activities and development of skills in literacy and numeracy and living skills.

Itinerant teachers in Behaviour, Language, Early Student Support Program, Early Intervention and integration visited our school regularly to assist in the development of skills in literacy and numeracy.

The school's Learning Assistance Program was coordinated by the Learning Support Team of whom the School Counsellor is a member along with four teachers.

We commenced Term One Interviews in 2009. This not only gave the parents a snapshot of their child's progress, but also gave parents an opportunity to discuss their child's personal characteristics with the teacher.

Tiny Treasures pre-to-school transition program

The Tiny Treasures Program is play – based, aiming to provide interesting, educational and enjoyable experiences for the child. The program occurs within a disciplined learning environment so that children develop academically, physically, socially and creatively. Each child will be encouraged to develop a readiness for skills associated with writing, reading and mathematics.

The program aims to give the child opportunities to interact with school children, kindergarten class teachers and the executive staff of the school.

The benefits of transition for the children from the Tiny Treasures Program to the kindergarten class are:

- A sensitive, smooth transition into school for all students
- Familiarity and security with surroundings
- Sense of belonging
- Prior knowledge of the school
- Play and planned curriculum continue to meet children's developmental needs
- Early detection of children with learning difficulties as well as the early identification of children with special needs.

Transition-Year 6 to Year 7

Glenroy Public School is a member school of the Northern Spirit Learning Community. The Northern Spirit Learning Community has grown out of the Extra Links transition group that was formed in 2004 as a partnership between James Fallon High School, Albury North Public School, Glenroy Public School, Hume Public School, Thurgoona Public School, Mullengandra Public School and Table Top Public School.

The Northern Spirit schools have developed numerous cross-school programs focusing on student primary-high school transition, multicultural awareness and student leadership.

These include:

- Enrichment program (an extension of the Gifted and Talented program).
- Leadership program.
- Mentoring program.
- Science in the Bush program for year five students conducted by Charles Sturt University Students.
- Leadership program for year six students conducted by Charles Sturt University Students.
- Aboriginal Education Support Program.
- Extra Link student days.

- Joint Education Week concert at Lavington Square shopping centre.
- Extra Link Staff Dinner.
- Alex McKinnon and Jake Tanner, two of our Student Representative Councillors, met with Mr Michael Coutts-Trotter, Director –General of Education and Training at Thurgoona Public School. The event was to showcase leaders from the Northern Spirit Learning Community of Schools.



Priority School Program

The Priority Schools Program provided the school with resources to implement a variety of innovative and effective strategies.

- NAPLAN Information sessions enabled staff to better understand and utilize data to formulate sections of the 2009-2011 Improvement Plan.
- Teachers and Executive Staff were released to work through all aspects of the teaching and learning cycle.
- A learning support officer was employed to work under teacher direction to implement Individual Learning Plans in both Literacy and Numeracy.
- A variety of professional development was undertaken. Every staff member attended a professional development course during 2009.
- Accelerated Literacy for Years 1-2, Literacy Enrichment Group, Numeracy Enrichment Group, extra in class teacher support for K-2 and 3-6 students.

- Over a 6 month period from Jun 2009-Nov 2009 all students in Years 1-2 on the Learning Support case-load moved at least 6 months in their standardized testing results, with one child making a 12 month gain. In Years 3-4 similarly all students made pleasing gains with one third making 12 month gains. In Years 5-6 results too were significant with one child making 2 year gains on her results.

Progress on 2009 targets

Target Areas for 2009 are Literacy, Numeracy, Technology, Respect and Responsibility.

Target 1

80% of Year 3 students achieving bands 3, 4, 5 and 6 and 95% of Year 5 students achieving bands 4, 5, 6, 7 and 8 in NAPLAN literacy

Our achievements include:

- Our target of 80% of Year 3 students achieving bands 3, 4, 5 and 6 was not quite achieved, 78% of students achieved the target.
- Our target of 95% of Year 5 students achieving bands 4, 5, 6, 7 and 8 in NAPLAN literacy was not quite achieved, 93% of students achieved the target.
- Several professional learning activities took place during 2009 with specific focus on spelling, NAPLAN analysis, talking and listening.
- Further activities linked the syllabus with New South Wales Teaching Pedagogies.

Target 2

80% of Year 3 students achieving bands 3, 4, 5 and 6 and 85% of Year 5 students achieving bands 4, 5, 6, 7 and 8 in NAPLAN numeracy

Our achievements include:

- Our target of 80% of Year 3 students achieving bands 3, 4, 5 and 6 was not quite achieved. 78% of students achieved the target.
- Our target of 85% of Year 5 students achieving bands 4, 5, 6, 7 and 8 in NAPLAN numeracy was surpassed by 12%, with 97% achieving the target.
- Regular assessment and levelling of students in number using Sena test.
- Several professional learning activities took place during 2009 with specific focus on working mathematically and assessment.
- Further activities linked the syllabus with New South Wales Teaching Pedagogies.

Target 3

All students utilize computer room and are immersed in Smart Board Technologies

Our achievements include:

- Two interactive whiteboards installed in 2 classrooms and a connected classroom (with video conferencing capabilities) installed for all students to utilize, two extra units have been ordered and will be fitted in early 2010.
- Teachers planning lessons around interactive whiteboards and evidence is shown in class programs.
- All students have access to utilizing current technology within the school and have access to updated software.

Target 4

Northern Spirit Learning Community of Schools Program enriching student learning

Our achievements include:

- The implementation of an enrichment program for students in Years five and six. These programs promoted leadership, science and provided students with a taste of subjects taught at James Fallon High School.
- The Northern Spirit Learning Community gained a 2009 Cohesive Community School Award.
- The sustainable Aboriginal Education Support Program featuring support and mentoring of Aboriginal students transitioning from year six to seven.
- Joint Education Week concert at Lavington Square shopping centre featuring students from all Learning Community schools.
- Combined staff meetings between staff of all Learning Community Schools to design and implement programs to improve student outcomes.

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 Teaching, Science and Technology.

Educational and management practice

This year the evaluation focused on Leadership. Surveys based on Schoolmap Best Practice Statements were given to parents, staff and students.

Teaching

Background

Teaching and Learning is what we are about. All aspects of teaching are required to be focussed on each and every individual student. Thirty-four parents/caregivers, ten teachers and fifty-five students responded to the survey.

Findings and conclusions

- Students expressed the view that they would like their teacher to explain more often the purpose of learning particular content and skills.
- 96 % of students enjoyed school and 96% believed they did well at school.
- Parents indicated that they were unaware of some policies/programs and their development in the school. Parents believe that teachers provided class activities that are interesting and appropriate to their child's needs and abilities.
- 28% of parents were unsure on how students' learning is assessed.
- Parents were confident that teachers kept records of student progress.
- Parents stated that the school provides clear information about student achievement through the school's reporting process.
- Teachers all stated that assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.
- 40 % of teachers believed that they could improve the way they clarify intended learning outcomes and the purpose of learning with students.

Future directions

- All groups surveyed expressed the view that *clarification of purpose* was important but lacking. We will be embedding *clarification of purpose* into teaching and learning cycle.
- The school will continue advertising our assessment and reporting regime and build on a very firm foundation.

Curriculum

Science and Technology

Background

Science and Technology develops students' skills in thinking, investigating and problem-solving. It gives them knowledge and skills in scientific investigation, design and applied technology. This subject builds on the curiosity children have about their natural and built environments. Thirty-four

parents/caregivers, ten teachers and seventy-two students responded to the survey.

Findings and conclusions

- A majority of students enjoy their Science and Technology lessons.
- Students rated highly the lessons where a variety of resources were used to teach their skills and highly enjoyed group work.
- Students enjoyed design and make activities and also experiments.
- The majority of students liked to work with other students to solve problems.
- Students did not enjoy recording their results in written form unless they were using a computer.
- Parents agreed that Science and Technology is an important KLA.
- Parents reaffirmed the schools' priority that Science and Technology contains essential skills for their children to learn.
- Parents gave a very mixed response to the question *My child talks to his/her teachers about what they are learning and why.*
- All teachers stated that students are generally achieving the syllabus outcomes.
- Teachers gave very mixed responses to the question *My students have improved their ability to design and make projects.*
- All teachers were familiar with the syllabus and felt its implementation had enhanced their ability to provide learning experiences for their students.

Future directions

- Continue to provide teachers with Professional Development activities to encourage the teaching of Design and Make in Science and Technology lessons.
- Teachers will provide learning experiences considering on all aspects of Science and Technology Process. The school needs to re-focus on the Design and Make process when designing learning experiences.

Other evaluations

Celebrating Attendance

The school is very pleased that attendance rates have continued to improve to the extent that we are above both state and regional averages in 2009. During 2009 the school implemented the Celebrating Attendance Program.

The Celebrating Attendance Program is a Riverina Regional initiative that has been developed to provide a positive, proactive

foundation for student attendance. A kit was produced to support the program and was implemented during term two of 2009. A survey was circulated at the commencement of the program to staff, students and parents to gauge views on a variety of aspects of student attendance. The following results are presented from the survey.

- Teachers responded that students with irregular attendance rarely sought information they have missed; find it difficult to maintain friendship groups; find it difficult to maintain student-teacher relationships and do not adjust quickly to the learning program.
- 30% of students responded that they were away for family/personal reasons. 86% stated that illness was a reason for absence.
- 100% of students responded that they knew what to do if they were late to school.
- 43% of student responding found it difficult to catch up on missing work when they missed school.
- 91% of parents stated that illness was the most common reason for student absence.
- 35 % of parents stated that their children were sometimes late for school.
- 100% of parents responded that they knew the process to follow if their child was absent from school.
- 13% of parents did not know that they needed to notify school if their child refused to attend.
- 100% of teaching staff expressed a desire to reduce student *late arrival* rates.

Findings and conclusions

Glenroy Public School is currently maintaining attendance rates above Regional level and also above State Level.

Processes for parents to follow when their child is absent, are clear and understood.

Teachers believed that students' punctuality was essential to a smooth and effective start to the day.

Future directions

- Class attendance rolls require monitoring and procedures, including new attendance codes, needed to be conveyed to staff regularly.
- Reward good attendance.
- Continue to use Celebrate Attendance Program Newsletter articles to promote good attendance.

- Utilize Glenroy Public School Website as a forum for engaging students in learning through good attendance.
- Utilize Glenroy Public School Website as a parent/carer forum for feature articles on good attendance.
- Continue to use Celebrate Attendance Program in each and every classroom.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Whilst staff, students and parents were satisfied with Glenroy School generally, there were a number of areas that require attention. These are outlined in the Key Evaluations.

Professional learning

The staff and members of the Glenroy School Community had the opportunity to attend a wide variety of professional learning activities. Professional Learning activities occurred during school time and also out of school hours.

School based Course included:

- Technology workshops for all staff members;
- Consultants working with staff to develop skills in specific curriculum areas;
- Teachers modelling lessons to peers.

Regional based courses included:

- Transition training days;
- Regional Network Meetings;
- Curriculum Planning and Programming Assessing and reporting to parents;
- Best Start training days;
- Reading Recovery Support training;
- Beginning Teacher Conferences;
- Assistant Principal Network meetings and Assistant Principal Conference.

State based courses:

- Attendance at State Equity Meetings;
- Dare To Lead Conference;
- Occupational Health and Safety Training.

School development 2009 – 2011

Targets for 2010

Target Areas for 2010 are Literacy, Numeracy, Technology, Respect and Responsibility.

Target 1

85% of Year 3 students achieving bands 3, 4, 5 and 6 and 98% of Year 5 students achieving bands 4, 5, 6, 7 and 8 in NAPLAN literacy

Strategies to achieve this target include:

- Analyse NAP reading, spelling and writing results and students' work against syllabus outcomes and use current strategies as outlined in NAPLAN
- Use Best Start analysis to inform individual student learning needs in Kindergarten
- Develop Scope and Continuums with assessment tasks that reflect explicit standards and assessment criteria/rubrics for each stage based on syllabus outcomes
- Staff Professional Learning (PL) in Consistent Teacher Judgement with Northern Spirit Learning Schools
- Staff PL – Online Literacy (ongoing), Accelerated Literacy, Best Start, Language, Learning and Literacy (3L program).
- Conduct parent workshops - writing strategies

Our success will be measured by:

- 2010 NAPLAN results
- School based Numeracy assessment of students.

Target 2

84% of Year 3 students achieving bands 3, 4, 5 and 6 and 90% of Year 5 students achieving bands 4, 5, 6, 7 and 8 in NAPLAN numeracy

Strategies to achieve this target include:

- Targeted support for individual learning needs determined for by analyse of NAP numeracy and school based data
- PL for all staff in CMIT and ensure the quality of implementation and assessment in all classrooms
- Use Best Start analysis to inform individual student learning needs in Kindergarten
- Focus Days (whole school) – hands on activities/rotation in areas of need
- Use the QT framework to ensure Intellectual Quality, Engagement is evident in all lessons
- Conduct parent workshops in CMIT and Numeracy strategies.

Our success will be measured by:

- 2010 NAPLAN results

- School based Numeracy assessment of students.

Target 3

Stage Early Stage1, Stage 2 and Stage 3 students achieve outcomes through lessons via the connected classroom

Strategies to achieve this target include:

- Development of multimedia presentations, digital cameras, computers and related programs – focus on authentic use
- Extend learning across communities of schools – N.S.L.C and overseas, and student participation in IT Challenges
- Staff utilizing Computer Studies Checklist
- PL for staff – IWBs and other technology
- Increase educational resources for computers including digital cameras and data projectors

Our success will be measured by:

- All students and staff involved in technology lessons.

Target 4

Increased capacity and opportunity for student leadership throughout the school and the community

Strategies to achieve this target include:

- Extend contacts with prior-to-school settings and new parents within the Transition Program
- Purchase resources to support T/L programs and Professional Learning opportunities for staff
- students participate in activities to develop leadership skills –NSLC schools
- SRC more active in promoting leadership and developing skills
- Peer Support and Buddies Program enhanced
- Building the self confidence, creativity and independence of students by developing their thinking, risk taking and innovative skills

Our success will be measured by:

- Specific strategies evident addressing Aboriginal and other equity groups and DET policies to enhance leadership
- Feedback from students, staff and parents indicate satisfaction with student leadership opportunities
- Data evidence supporting effective strategies improving student leadership opportunities.

About this report

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

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

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