



Education

Glenmore Park Public School

Annual Report



2015



4591

Introduction

The Annual Report for 2015 is provided to the community of Glenmore Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details:

Glenmore Park Public School

33 – 41 The Lakes Drive

Glenmore Park 2745

<http://www.glenmorepk-p.schools.nsw.edu.au/>

glenmorepk-p.school@det.nsw.edu.au

4733 6204



Message from the Principal

Glenmore Park Public School is a dynamic hub where all students are encouraged and supported to achieve their personal best. Our school motto, Learning Forever Growing Together, underpins all that we do.

Staff are dedicated and committed to the pursuit of producing active and informed citizens, by making learning engaging and connecting it to the real-world.

Learning excites students and there is a real sense of togetherness amongst them. The students are socially aware and aim to extend beyond the school gates in trying to make a difference in this world.

We are fortunate to have an extremely supportive community, who at the core want what is best for their children. They actively participate in school events and enthusiastically support school initiatives.

We have strong links with 8 other local schools that form our Glenmore Park Learning Alliance. The strong connection enables a culture where improvement of student learning outcomes drives professional learning and a sense that the 'load' can be shared.

I am proud to be the principal of such a dynamic and forward-thinking school and am excited by what the future holds for the community as a whole.

Natalie Mansour

Message from the Fundraising Committee

The 2015 Fundraising Committee managed the usual range of events from Cake Stalls through Mini Fetes and Mothers' and Fathers' Day Celebrations.

A major, and in some cases, super human effort was put in by the two Rachels, Suesskow and Scott-Coombes. involving collection, sorting, wrapping and storage of many items prior to Mothers' and Fathers' Day. Rachel Scott-Coombes made her home available for a couple of gatherings of volunteers to facilitate these tasks plus, she transported them to school on the relevant day. This year we trialled pre ordering gifts to ensure that the community was able to purchase quality gifts pre-selected from a brochure. Approximately half of the community chose to purchase their gifts this way.

Additional volunteers assisted at every event ensuring a smooth flow of *customers* past the tables and guaranteeing their satisfaction.

Of course, no Fundraising movement is going to achieve anything without the parents of the students who not only give their valuable time to prepare something for cake stalls and supply gifts for Mothers' Day and Fathers' day. Thanks to you all.

John Irving - Fundraising Committee

Message from the Students

The SRC is made up of 1 class representative from all classes ranging from Year 1 up to Year 6. This year the SRC met once a fortnight to share ideas and discuss suggestions, which they think, would benefit the school. In 2015, the students have supported the Go Blue for Autism Day and Stewart House.

Our school is a safe, happy place to learn. We are lucky that we have teachers who help us to enjoy learning. We have enjoyed being part of the student leadership team in 2015.



School background

School vision statement

Glenmore Park Public School aims to empower all stakeholders to become successful lifelong learners through effective communication and collaborative practices that cater for the whole child to adapt in becoming creative and reflective 21st century learners.

School context

Glenmore Park Public School was established in 1996 and currently has an enrolment of 650 students, of which 18% come from a language background other than English and 6% identify as Aboriginal or Torres Strait Islander. The school has a highly dedicated and hard-working staff comprising of 38 teachers and 10 Support and Administrative Staff. Glenmore Park Public School has a Support Unit for students with additional needs. There are 2 multi-categorical classes and 1 Autism class.

The school is strongly supported by the parents/carers and community in general. The parent fundraising committee will raise significant funds each year to further support the teaching and learning programs at the school.



Self-assessment and school achievements

Self-assessment using the School Excellence Framework

During 2015, the staff had numerous opportunities to engage with the School Excellence Framework. When mapping our school plan to the Framework, staff started to slowly unpack the implications it had on aiming for excellence. Following a series of sessions during Term 3 to plot the school plan against the Framework, time was dedicated at the fourth Staff Development Day to reflect upon the year's journey. Evidence was discussed and next steps devised.

Learning

Our main focus in the domain of Learning has been to strengthen the culture of learning and ensure that what is best for the students is at the core of all we do. Understanding the difference between true student engagement and compliance has been key, as has the focus on formative assessment. Moving toward a culture where learning goals are clearly articulated with associated success criteria assists students in being able to take responsibility for their learning.

Teaching

In the domain of Teaching, priority has been given to ensuring staff are efficiently identifying, understanding and implementing the most effective teaching methods. Time has been spent carrying out action research projects on evidence-based strategies and on understanding the continuum of learning. Collection of data and how it is used to inform teaching and learning has ensured that all stakeholders know *where we are, where we are going and how we are going to get there*. A lot of time has been spent refining internal practices and streamlining school-wide approaches to collection of and use of data.

Leading

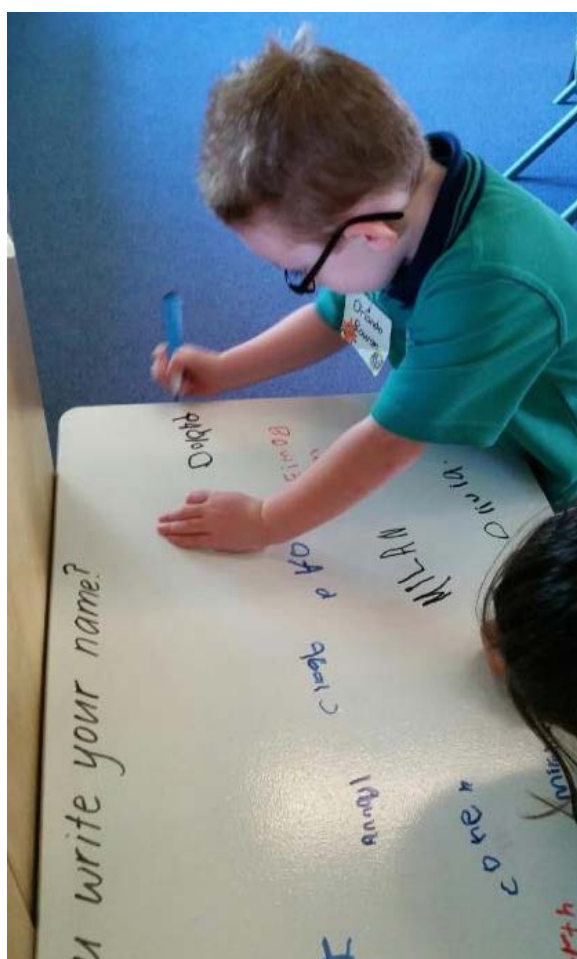
Our main focus in the domain of Leadership has been to fully engage the school community to ensure that the whole school community is working on achieving the priorities outlined in the school plan. Leadership capacity building has been a key feature throughout the year. This has enabled the provision of a more personalised approach to professional learning and support and has contributed the success achieved thus far. Staff have a clear understanding of the strategic directions and can articulate the purpose of each.

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Following the development of the plan, our key projects were aligned to the framework and then a reflection occurred to ascertain how the school was performing. Key stakeholders were involved in this process.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



Strategic Direction 1

Teaching and Learning - highly skilled staff will develop deep understanding of the curriculum through collaborative and innovative 21st century learning practices.

Purpose

To support all students to become creative, collaborative and resourceful critical thinkers through authentic learning opportunities.

Overall summary of progress

The key focuses in this strategic direction have been formative assessment and modern teaching pedagogies. Staff have worked at deepening their knowledge of the new syllabus documents, in conjunction with the literacy and numeracy continua. We have seen a shift in the development of more explicit teaching and learning programs which have embedded the 4 competencies (4Cs) of critical thinking, communication, collaboration and creativity.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All students improving and moving along the literacy and numeracy continua.	All students K-6 are now plotted in PLAN against the literacy and numeracy continua, with a school-wide schedule established for the official entry of data. There has been extensive professional learning in the use of the continua and how 'I can' statements drawn from the continua can be used as success criteria for the students.	\$20,200
EALD students are meeting the learning requirements according to their Learning Progression.	Creation of the EALD position using RAM. All EALD students have been plotted against the EALD progression and all data updated on ERN. Structure of the EALD program to reflect the needs of the students.	\$40,000
Teachers' programming reflective of student data and including the 4Cs.	Professional learning has occurred in modern teaching pedagogies in order to develop a deeper understanding of the 4Cs and how critical they are to the future success of our students. Teachers participated in an action research around 4 specific pedagogies (Genius Hour, PBL, Flipped Learning and SOLE). There has started to be a shift in the learning environments in order for them to be more effective as pedagogy changes. Additional iPads were sourced to ensure every classroom had access to portable technology devices and an upgrade to our Wifi needed to occur to ensure stability of our internet access.	\$48,100
Evidence of formative assessment strategies in classrooms, including Learning Intentions Success Criteria (LISC),	Learning Intentions Success Criteria (LISC) was the focus for 2015 and all teachers now include LISC in reading, writing and Mathematics. On alert learning strategies (eg No Hands Up) have also been trialled.	\$1500

Strategic Direction 1

student goals, feedback strategies		
Language shifts in teacher-student, teacher-teacher and student-student interactions which are reflective of the continua and based on <i>next step</i> .	Students are now more aware of where they are and where they are going in their learning as they are now being given tools to be able to do so, such as Bump It Up walls. The I Can statements are being used as the common language amongst the students across the school, with a stronger emphasis on student talk and ownership of their own learning.	\$1500

Next steps

- Continued focus on formative assessment with an extension of the strategies. Feedback and learning goals are to be the next areas of focus.
- Establishment of school 101s – what does learning look like at Glenmore Park Public School and what elements are non-negotiable that need to be implemented school-wide.
- Continued focus on modern teaching and effective pedagogies to ensure 21st century learners are being catered for appropriately, with a particular focus on project-based learning.

Strategic Direction 2

Culture and Values - develop school culture and values through which community engagement and participation will ensure inclusiveness, positive relationships, equality, respect, trust, socially competent and resilient students within our school community.

Purpose

To establish a school ethos of respect and inclusivity that nurtures all aspects of a child's wellbeing. A positive learning environment will be cultivated where students feel empowered to strive for personal excellence and become innovative and confident lifelong learners. This common purpose will be shared and valued by the entire learning community through engaged communication and collaboration.

Overall summary of progress

Our focus in 2015 was to try and increase parent/carer involvement at the school level as a precursor to the establishment of a parent consultative group. We have endeavoured to more frequently share the learning that is occurring with the community. Facebook has provided us with a forum to do this very easily and it has been extremely well-received. It is fast becoming the most effective means of communicating with our community and sharing the pedagogical shifts that are occurring.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increase in parental involvement in school decision making processes.	As a starting point to try and encourage more parental involvement, we conducted a number of information sessions and created a Facebook page. The Facebook page has been successful in increasing the number of people engaged with what is happening at the school. We have also surveyed the community about establishing a parent consultative body and while there is very limited interest, we will still be pursuing it in 2016.	
Formative assessment strategies are evident in all classrooms and programs with students confidently articulating their individual goals.	Learning Intentions Success Criteria (LISC) was the focus for 2015 and all teachers now include LISC in reading, writing and Mathematics. On alert learning strategies (eg No Hands Up) have also been trialled.	\$1500

Next steps

- Establish a parent/carer consultative group where opportunities will be provided for the community to be involved in school decision-making processes.
- Working with the community on deepening their understanding of educational shifts and the need for this to occur for their children. Our partnership with Ian Jukes and Nicky Mohan will continue to support this.

Strategic Direction 3

Student Engagement and Achievement - create a school environment that promotes and/or enhances engagement and recognises achievements in critical and creative thinking, independence, collaboration and problem solving.

Purpose

Equip students with skills and strategies to prepare them for success beyond the school environment and become life long learners. This will be achieved through personal goal setting, communication, empowerment, confidence building, flexible assessment and effective use of technology. Learning programs will be innovative, differentiated and relevant.

Overall summary of progress

Our focus has been to deepen the staffs' understanding of formative assessment and modern teaching pedagogies and how these strategies will impact on student engagement and achievement. The staff are more focused on using data as a basis of conversations with peers and with students. Students have in turn started to take ownership of their learning pathways and are becoming more aware of their next steps in learning. There has also been an increase in the number of staff who are more willing to share strategies and successes with their peers.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Teachers using formative assessment across grades, stages and the school.	Learning Intentions Success Criteria (LISC) was the focus for 2015 and all teachers now include LISC in reading, writing and Mathematics. On alert learning strategies (eg No Hands Up) have also been trialled.	\$1500
Increase in staff communication around sharing quality teaching ideas.	There is a definite shift in what teachers are communicating about. We have established a secret Facebook page for staff where ideas are shared and evaluation is sought from their peers. We have also introduced a weekly segment (What Works for me) where a different staff member shares something that works for them. An internal TeachMeet was held where teachers shared in more detail successes they had throughout the year. Additionally, the structure of stage meetings has been altered to change the focus from administration to professional dialogue about teaching and learning.	\$500
Students displaying ownership of their learning throughout lessons.	Students are now more aware of where they are and where they are going in their learning as they are now being given tools to be able to do so, such as Bump It Up walls. The I Can statements are being used as the common language amongst the students across the school, with a stronger emphasis on student talk and ownership of their own learning.	\$1500
Increased confidence in teachers using their own judgement.	There has been extensive professional learning in the use of the continua and how 'I can' statements drawn from the continua can be used as success criteria for the students. We have introduced school wide moderation of work samples and this has in turn started	

Strategic Direction 3

	to increase teachers' confidence in making professional judgements against the curriculum.	
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Next steps

- Continued focus on formative assessment with a move toward feedback and learning goals which are collaboratively developed with students.
- Continue to build a culture of collaboration amongst all stakeholders.
- Continue to deepen staff understanding of curriculum documents and continua to strengthen their ability to make professional judgements on evidence.

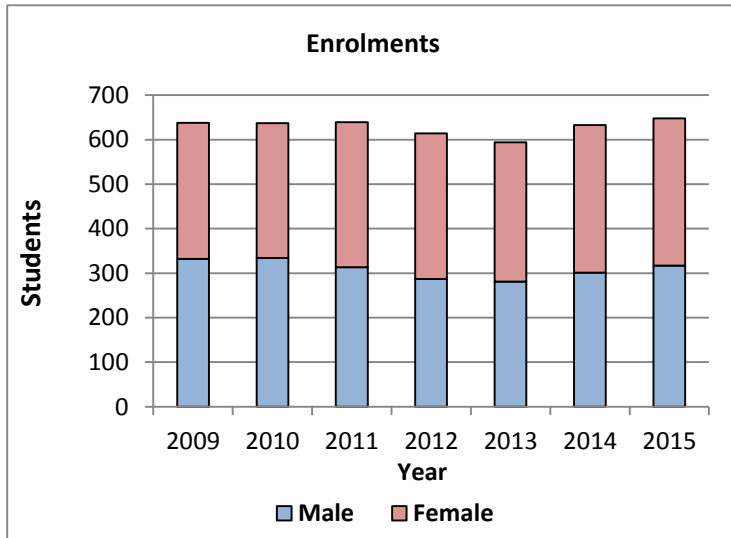


Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Home-school partnerships	Improvement in involvement of families with school events and an authentic connection to their child's learning pathways.	\$2500
English language proficiency funding Employment of EALD teacher	All EALD students have been plotted against the EALD progression and all data updated on ERN. Identified EALD students have been provided with additional support.	\$40,000
Socio-economic funding Supporting students to be successful learners	Streamlining of processes to ensure efficiency of systems. With the focus on professional learning, teachers have developed a deeper understanding of the continuum of learning and we are starting to see movement.	\$14,000
Low level adjustment for disability funding Supporting students with additional needs	We have been able to provide additional support for students who have additional needs. These students have been able to access the curriculum more successfully.	\$22,000
Support for beginning teachers Mentoring of beginning teachers	Successful induction of beginning teacher achieved with high support from mentor and supervisor. Teacher confidence in performing duties effectively.	\$3,000

Student information

Student enrolment profile



School enrolments have steadily increased over the past 3 years and it is anticipated that with the new estate at Mulgoa Rise, the enrolments will grow significantly in coming years.

Student attendance profile

Student Attendance

		Year	2010	2011	2012	2013	2014	2015
School	K		96.1	94.3	91.5	95.5	94.4	94.8
	1		95.3	94.3	87.6	93.1	94.8	93.8
	2		94.5	94.2	91.5	92.5	94.7	93.7
	3		95.3	95.0	91.5	96.0	94.1	92.8
	4		95.1	94.5	91.6	95.2	95.0	94.4
	5		94.3	92.9	90.5	95.1	94.8	93.8
	6		95.6	93.5	88.8	94.3	94.6	93.9
	Total		95.1	94.1	90.4	94.5	94.6	93.9
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Management of Non-attendance

Glenmore Park Public School is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of a concern. These students are closely monitored through:

- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to HSLO procedures.
- Meetings between the HSLO, Deputy Principal and Parents/Carers to discuss areas of concern and ways the school can support improved attendance.

Students who have outstanding levels of attendance are eligible for school based rewards and recognition of their achievement.

Class sizes

Glenmore Park Public School				
Class Sizes				
Roll class	Year	Total in class	Total per year	Note: This table is optional
KBRIGHT	K	18	18	
KCANDLE	K	19	19	
KDAYLIGHT	K	18	18	
KLUMEN	K	18	18	
KWATT	K	20	20	
1DAWN	1	24	24	
1NANOMETRE	1	25	25	
1ORION	1	24	24	
1WAVE	1	24	24	
2HUE	2	22	22	
2OPTICS	2	22	22	
2POWER	2	23	23	
2RAINBOW	2	21	21	
3LASER	3	30	30	
3MRI	3	31	31	
3WRSTARS	3	30	30	
4EDISON	4	28	28	
4MOONLIGHT	4	29	29	
4NEONRAY	4	27	27	
5HALOGEN	5	28	28	
5KILOWATT	5	28	28	
6CELESTIAL	6	27	27	
6HOLOGRAM	6	29	29	
6MEGAWATT	6	28	28	
5/6APOLLO	5	19	29	
	6	10	29	

Workforce information

Workforce composition

Position	Number
Principal	1
Deputy Principal	1
Assistant Principals	5
Classroom Teachers	23
Learning and Support Teacher	1
Teacher Librarian	1.2
School Counsellor	1
School Administrative & Support Staff	4
Other positions	2.4
Total	39.6

The Australian Education Regulation, 2015 requires schools to report on Aboriginal composition of their workforce.

Glenmore Park Public School has two staff members who identify as ATSI.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

In order to ensure that our students are provided with the very best education and quality teaching, continual professional learning of staff is seen as pivotal in order to bring about relevant and purposeful change.

There has been a school-wide focus on modern teaching and formative assessment, with all professional learning focused on these areas. Teachers conducted individual action research projects, investigating one modern teaching pedagogy and then sharing and reflecting on this project at various times throughout the year. Additionally, we developed a professional partnership with international educational consultants Ian Jukes and Nicky Mohan. Together with Sackville Street PS, Curran PS and some State Office Personnel, we worked on unpacking what modern learning actually is and the importance of implementing an innovative curriculum. An audit of the school was conducted to establish a starting point and a combined staff development day was held to ensure consistency of understanding across the 3 schools. The project will continue in to 2016.

Formative assessment professional learning commenced with the executive team and was then shared with the wider staff. Middle executive led their teams through the process of implementing Learning Intentions and Success Criteria, following a whole staff introduction by the Principal. By the end of 2015, there were systems implemented mandating LISC in Writing, Reading and Maths as well as no hands up.

Other professional learning that staff participated in included: Positive Partnerships, CV writing and interview skills, Innovation tours to various schools. All staff completed the mandatory training required.

Two staff members completed their maintenance of accreditation.



Financial information

Financial summary

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

Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	323793.96
Global funds	353763.28
Tied funds	310117.79
School & community sources	181687.52
Interest	10096.29
Trust receipts	29125.50
Canteen	0.00
Total income	1208584.34
Expenditure	
Teaching & learning	
Key learning areas	149210.66
Excursions	36726.67
Extracurricular dissections	62636.47
Library	0.00
Training & development	772.90
Tied funds	163636.36
Casual relief teachers	142102.50
Administration & office	76837.82
School-operated canteen	0.00
Utilities	62243.05
Maintenance	37073.02
Trust accounts	29347.00
Capital programs	0.00
Total expenditure	760586.45
Balance carried forward	447997.89

School performance

NAPLAN

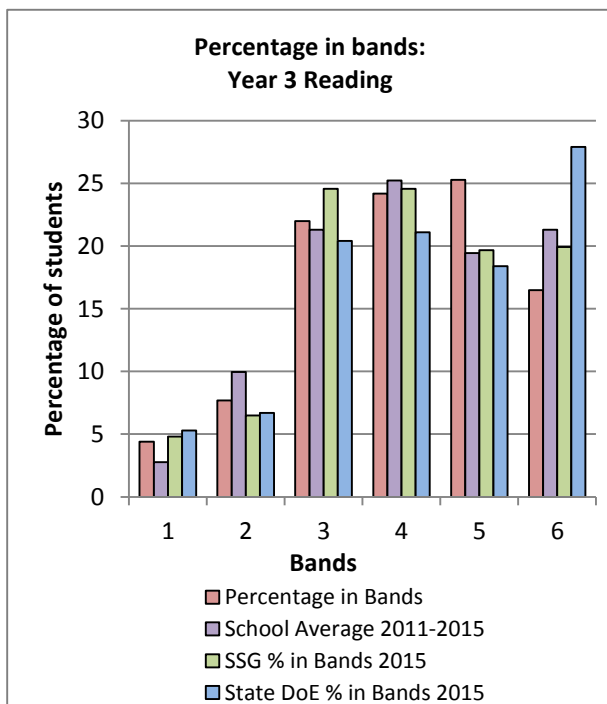
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN

Year 3 NAPLAN Reading

Average score, 2015	School	SSG		State DoE		
	407.5	409.7		422.4		
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	4	7	20	22	23	15
Percentage in Bands	4.4	7.7	22.0	24.2	25.3	16.5
School Average 2011-2015	2.8	10.0	21.3	25.2	19.4	21.3
SSG % in Bands 2015	4.8	6.5	24.6	24.6	19.7	19.9
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9

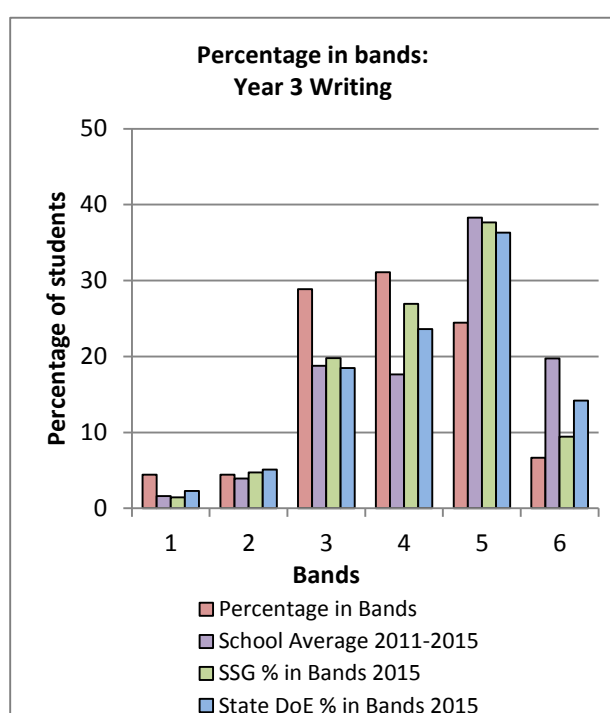


In 2015, 41.8% of Year 3 students achieved bands 5 and 6 compared to 39.6% from similar schools and 46.1% in the State.

Year 3 NAPLAN Writing

	School	SSG	State DoE
Average score, 2015	395.6	413.4	417.1

Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	4	4	26	28	22	6
Percentage in Bands	4.4	4.4	28.9	31.1	24.4	6.7
School Average 2011-2015	1.6	3.9	18.8	17.6	38.3	19.7
SSG % in Bands 2015	1.4	4.7	19.8	26.9	37.6	9.5
State DoE % in Bands 2015	2.3	5.1	18.5	23.6	36.3	14.2

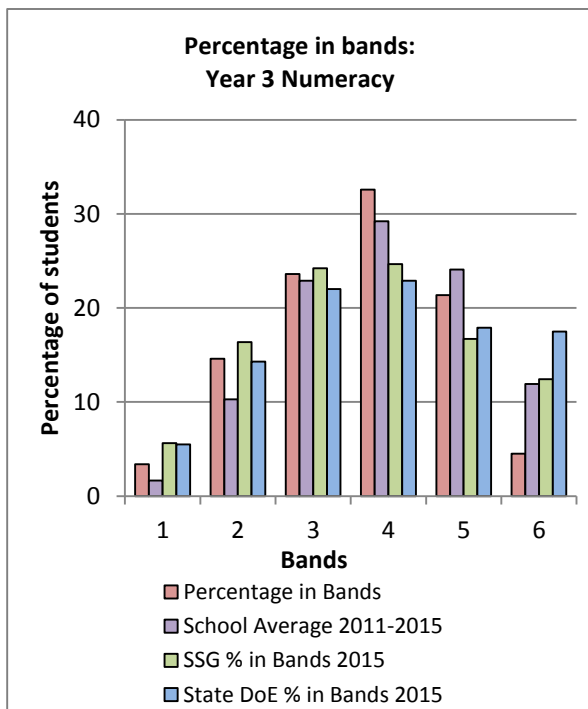


In Writing only 31.1% of our Year 3 students achieved scores in bands 5 & 6 compared to the school's average over the previous 4 years of 58%.

NAPLAN - Numeracy

Year 3 NAPLAN Numeracy

Year 5 NAEP ELA Numeracy						
	School	SSG			State DoE	
Average score, 2015	382.4	383.4			395.9	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	3	13	21	29	19	4
Percentage in Bands	3.4	14.6	23.6	32.6	21.3	4.5
School Average 2011-2015	1.6	10.3	22.9	29.2	24.1	11.9
SSG % in Bands 2015	5.6	16.4	24.2	24.7	16.7	12.4
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

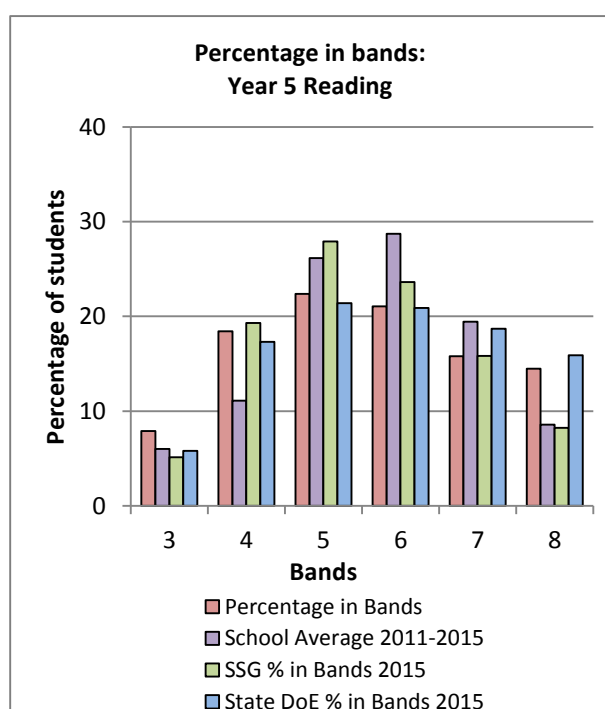


In Numeracy, 82% of our Year 3 students achieved in bands 3, 4, 5 or 6 compared to 80.3% from the State. Our score is well below the average for the previous 4 years, which is 88.1%.



Year 5 NAPLAN Reading

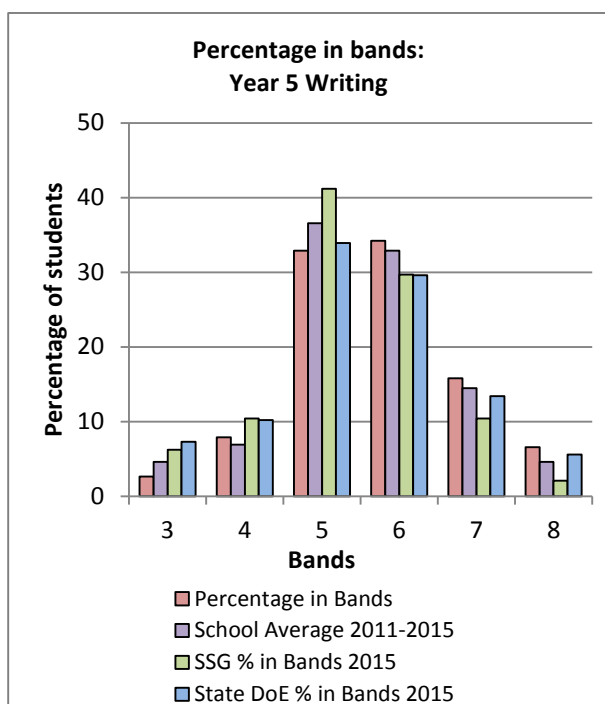
Year 5 NAEP in Reading							
Average score, 2015	School		SSG		State DoE		
	484.2		477.1		494.3		
Skill Band Distribution							
Band	3	4	5	6	7	8	
Number in Bands	6	14	17	16	12	11	
Percentage in Bands	7.9	18.4	22.4	21.1	15.8	14.5	
School Average 2011-2015	6.0	11.1	26.2	28.7	19.4	8.6	
SSG % in Bands 2015	5.1	19.3	27.9	23.6	15.8	8.2	
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9	



In Reading, 30.3% of our Year 5 students achieved in bands 7 & 8 compared to 24% in similar schools.

Year 5 NAPLAN Writing

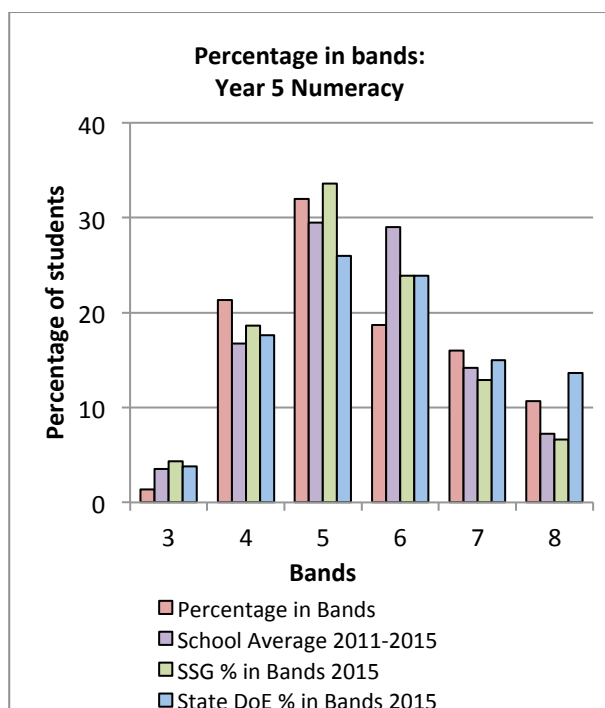
	School	SSG	State DoE			
Average score, 2015	493.1	470.1	476.9			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	6	25	26	12	5
Percentage in Bands	2.6	7.9	32.9	34.2	15.8	6.6
School Average 2011-2015	4.6	6.9	36.6	32.9	14.5	4.6
SSG % in Bands 2015	6.2	10.4	41.2	29.7	10.4	2.1
State DoE % in Bands 2015	7.3	10.2	33.9	29.6	13.4	5.6



Fifty seven percent of our Year 5 students achieved in the top three bands compared to 48.6% of the State. We had 10.5% of students placed in bands 3 or 4 compared to 17.5% in the State. Our Year 5 students scored well above the State average and well above similar schools in Writing.

Year 5 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	483.0	476.7	493.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	16	24	14	12	8
Percentage in Bands	1.3	21.3	32.0	18.7	16.0	10.7
School Average 2011-2015	3.5	16.7	29.5	29.0	14.2	7.2
SSG % in Bands 2015	4.3	18.6	33.6	23.9	12.9	6.6
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6



Twenty seven percent of our Year 5 students achieved bands 7 or 8 compared to 19.5% of students in similar schools and 28.6% in the State.

Parent/caregiver, student, teacher satisfaction

Our school enjoys strong support and participation from parents and the local community. Many parents volunteer their time to assist in the educational programs as reading tutors, sport helpers and in creative arts programs.

Our parent information night and parent teacher interviews were very well attended and a highlight was the welcome barbeque evening for Kindergarten and new families to the school in Term One.

Parents are regularly invited to the school to participate in school functions such as the Easter hat parade, mini fete, ANZAC Ceremony, Education Week, open classrooms and of course all the sporting carnivals.

In 2015, the school sought the opinions of parents, students and teachers about the school.

The responses from the survey are presented below:

- Parents strongly agreed that there is good school – home communication and they could discuss their child's needs with the teachers.
- All parents agreed or strongly agreed the school academic program is the most important aspect of the school.
- Nearly all parents agreed that the school treated students as individuals and managed discipline well.
- Literacy and Numeracy remained high areas of importance and important foundation skills.

Future Directions

2015-2017 School Plan

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

The three strategic directions are:

- **Teaching and Learning** - Highly skilled staff will develop deep understanding of the curriculum through collaborative and innovative 21st Century learning practices.
- **Culture and Values** - Develop school culture and values through which community engagement and participation will ensure inclusiveness, positive relationships, equality, respect, trust socially competent and resilient students within our school community.
- **Student Engagement and Achievement** - Create a school environment that promotes and/or enhances engagement and recognises achievements in critical and creative thinking, independence, collaboration and problem solving.

Aboriginal education

Glenmore Park Public School provides programs aimed at developing in all students an understanding and respect of both traditional and contemporary Aboriginal society. Students investigate the development of Australian culture and appreciate the unique role Aboriginal people have played in shaping Australia's identity.

Aboriginal perspectives are incorporated across all Key Learning Areas with the aim of recognising Aboriginal and Torres Strait Islander identity, history and culture and promoting reconciliation between Aboriginal and non-Aboriginal Australians.

The school also recognises the traditional custodians of our area with an 'Acknowledgement of Country' before each school assembly and major school event.

Multicultural Education and Anti-racism

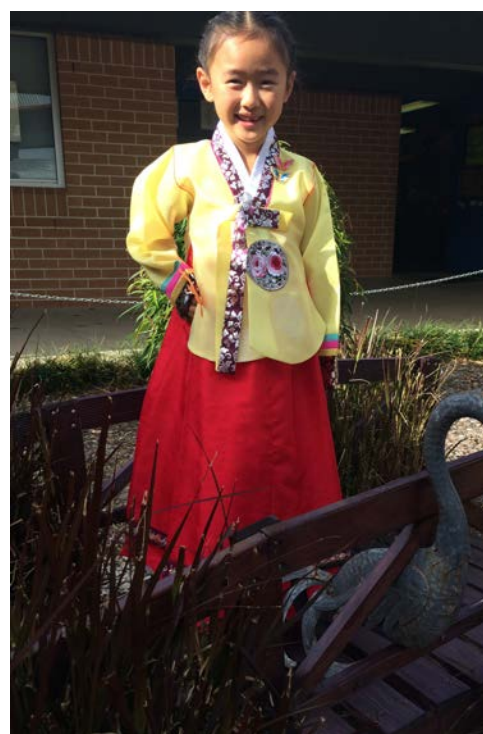
Multicultural education

Our school values the diversity of cultures within our school community, consisting of families from many different countries. Multicultural education programs are embedded in our curriculum programs.

Harmony Day celebrations were held in March. The theme was 'thank you' to mark 15 years of Harmony Day. Every student made a handprint with a thank you message and placed it in the Harmony Garden.

A few Harmony themed songs were performed for us by the students at Glenmore Park High School, followed by a picnic lunch with family & friends.

Students came to school dressed in multicultural clothing or the colour orange, which represents Harmony Day.



Other school programs

Student leadership

All school leaders were presented with badges at the Leadership Assembly where Fiona Scott the Honourable Member for Lindsay attended. During Term One the Captains and Vice Captains went to the Sydney Entertainment Centre with 8,000 other school leaders to learn more about leadership from successful people such as Andy Griffiths and Mike Baird. They gave us brilliant advice to bring back to school. The school captains also went to the Evan Theatre at Penrith Panthers to be presented with a certificate from Mayor Ross Fowler.



Bridie Murphy and Caelum Oliver with Penrith Mayor Ross Fowler

Creative Arts

In 2015 students had the opportunity to participate in Creative and Performing Arts Groups spanning visual arts, photography, dance, drama and choir.

Term 3 was our busiest time, with our students performing in four festivals and our school's student showcase. The Primary Choir performed with two massed choirs; the PULSE festival, performing at the Sydney Opera House, and the Penrith Valley Performing Arts Festival, held at the Joan Sutherland Performing Arts Centre. The three dance groups also performed at the Penrith Valley Performing Arts Festival as well as the Blue Mountains Nepean Dance Festival. The Lights Up Drama Festival featured our infants "You Crack Me Up" and primary "Inprismed" drama groups.

Students in performing arts groups also had numerous opportunities to perform at school for their peers and the community at the aforementioned student showcase and special assemblies held throughout the year. Opportunities for students to extend their understanding of music were offered through our specialist teachers in RFF lessons and the extracurricular Cool Kids Music Program.

The Visual Arts were once again represented strongly with a number of awards given to our entries at the Penrith Show. The artworks received ribbons as well as a number of highly commended awards.

The Shutterbugs Camera Club once again enjoyed a year of outstanding achievements and workshop opportunities and excursions. The students visited Featherdale, Glenmore Park Lakes, Werrington Lakes, Auburn Botanical Gardens and a number of locations in the Blue Mountains. They had the opportunity to work with Harry Karavis (a professional landscape photographer) and to attend a Water Week workshop in October. The students entered the National Water Week competition "Our Water, Our Future" and were awarded first and third place. The student entries at the Penrith Show were awarded first, second, third and fifth ribbons as well as a number of highly commended works.

SPORT

Representative Physical Education Programs District PSSA

Our school entered teams in AFL, rugby league, netball, soccer, basketball, cricket, tee ball and softball. Winter PSSA winners/finalists were - Junior AFL, Senior Netball, Girls soccer and Senior rugby league. Summer PSSA winners/finalists were- Super 12's cricket, Senior boys and girls basketball, Junior kanga cricket and Senior softball.

Interschool and Gala Days

Our school was represented in

- Cricket: Milo blast cricket, junior and senior boys teams
- AFL Paul Kelly cup: senior boys and girls
- Panther trophy: under 11 boys

Carnivals

- 19 students went on to represent the school at the district swimming carnival with no further representation.
- A team of 48 students attended the district cross country carnival. Seven students went on to the regional carnival with no further representation.
- A team of 37 students attended the district athletics carnival. Eight students represented at the regional carnival and 3 went on to state level and compete at National Tournaments.

Individual Student Representatives

- 10 students represented the Penrith District in netball, basketball, rugby league, touch football, soccer, cricket, AFL and softball.
- 3 students represented Sydney West at the state carnivals in softball, touch and netball. All three students were selected in State teams to compete at the Nationals.