



Education &
Communities

Glenmore Park Public School Annual School Report 2014



4591

Principal's message

It is with great pleasure that I present the 2014 Annual School Report for Glenmore Park Public School.

Glenmore Park Public School has a population of 640 students with 18% of students from language backgrounds other than English and 6% who identify as Aboriginal and Torres Strait Islander. The school currently has 28 classes organised into stage teams led by one Deputy Principal and four Assistant Principals. The education of these students is supported by a two-day a week English as an Additional Language or Dialect Teacher, a full-time Learning and Support Teacher, School Learning Support Officers, two and half day per week district school counselor and the equivalent of 6 days a week teacher librarian. The staff is comprised of a relatively stable mix of both experienced and early career teachers, with 8 of the 40 teaching staff being new early career teachers. The administration staff is a very experienced team with extensive knowledge of and connection to the local community.

The school is a dynamic learning community with dedicated staff committed to continual improvement of learning outcomes through quality teaching practices and programs. I was honoured to have been appointed the new principal of Glenmore Park Public School and commenced in this position on Day 1, Term 4, 2014.

The school, its students and their families enjoy a positive interrelationship. Our school is well supported by the community, with a core group of parents forming the school's fundraising committee and assisting the school in raising funds to purchase additional resources.

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.

Natalie Mansour

Principal

Student information

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

Student enrolment profile

Class Sizes

Roll class	Year	Total in class	Total per year
KB	K	21	21
KC	K	18	18
KL	K	20	20
KS	K	20	20
KW	K	20	20
1A	1	23	23
1D	1	22	22
1E	1	23	23
1L	1	23	23
2H	2	29	29
2R	2	29	29
2S	2	29	29
3H	3	28	28
3O	3	29	29
3W	3	30	30
4B	4	24	24
4NR	4	24	24
4W	4	23	23
5H	5	26	26
5M	5	26	26
5P	5	25	25
5/6A	5	14	28
	6	14	28
6B	6	26	26
6C	6	28	28
6L	6	27	27

Student attendance profile

Regular attendance at school is necessary for students to reach their full potential.

Attendance is highly valued at Glenmore Park Public School. A number of students have been granted exemptions from school for overseas travel. On rare occasions parents have not sought such exemptions and their non-attendance is reflected in the table.

All staff at Glenmore Park work in partnership with parents to monitor all absences and promote the regular attendance of students at school.

Attendance matters of concern are referred to the Principal and the HSLO where appropriate.

Student Attendance

Year	2009	2010	2011	2012	2013	2014
K	94.8	96.1	94.3	91.5	95.5	94.4
1	94.7	95.3	94.3	87.6	93.1	94.8
2	94.4	94.5	94.2	91.5	92.5	94.7
3	93.7	95.3	95.0	91.5	96.0	94.1
4	94.5	95.1	94.5	91.6	95.2	95.0
5	93.9	94.3	92.9	90.5	95.1	94.8
6	92.3	95.6	93.5	88.8	94.3	94.6
Total	94.1	95.1	94.1	90.4	94.5	94.6



Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher of ESL	0.4
School Counsellor	1
School Administrative & Support Staff	3
Total	33.6

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

Glenmore Park Public School has one staff member who identifies as ATSI.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	18

Professional learning and teacher accreditation

In order to ensure that our students are provided 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.

School Development Days were used to in-service teachers in appropriate iPad software to ensure students at Glenmore Park PS are 21st Century Learners. Other focuses for Staff Professional Learning was on the Australian Curriculum implementation with particular reference to the English, Maths and Science Syllabuses.

In 2014, the major focus has been on the new Mathematics and Science Curriculums. Other professional learning has included Focus On Reading and implementation of whole school Literacy strategies.

In addition, staff have undertaken mandatory courses in first aid and safety to assist the school to meet DEC policy and legislative requirements. The staff completed the following compliance training:

- Child Protection;
- Anaphylaxis;
- The Disability Discrimination Act;
- Students with Disabilities; and
- Asthma Training.

Students Representatives Message

2014 has been a great year. 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 Bob Carr. 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. We wish all of next year's leaders the best of luck in 2015.

School Captains Ricky Irving and Taylor Hodgson

Fundraising Committee

The 2014 Fundraising Committee managed the usual range of events from Cake Stalls through Mini Fetes and Mothers' and Fathers' Day Celebrations.

This is my first year of involvement and I was honoured to be involved, and enlightened.

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.

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

Thank you.

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 but then, turn around and by them back.

Like me, some take the opportunity to provide packaged cakes but an increasing number of mothers (and some fathers, I guess,) put in the time to create some impressive creations in cupcakes, slices and biscuits and, of course, Mr Corry's favourites, jellies.

John Irving - Fundraising Committee



Easter Hat Parade

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	30/11/2014
Income	\$
Balance brought forward	263378.33
Global funds	345835.32
Tied funds	192683.08
School & community sources	184339.96
Interest	8962.79
Trust receipts	15044.36
Canteen	0.00
Total income	1010243.84
Expenditure	
Teaching & learning	
Key learning areas	94755.14
Excursions	36980.57
Extracurricular dissections	69062.36
Library	0.00
Training & development	258.09
Tied funds	143645.06
Casual relief teachers	124427.20
Administration & office	65432.12
School-operated canteen	0.00
Utilities	62812.79
Maintenance	23962.04
Trust accounts	26796.53
Capital programs	38317.98
Total expenditure	686449.88
Balance carried forward	323793.96

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



Excursion to Warragamba Dam

School performance 2014

Academic achievements

NAPLAN

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

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

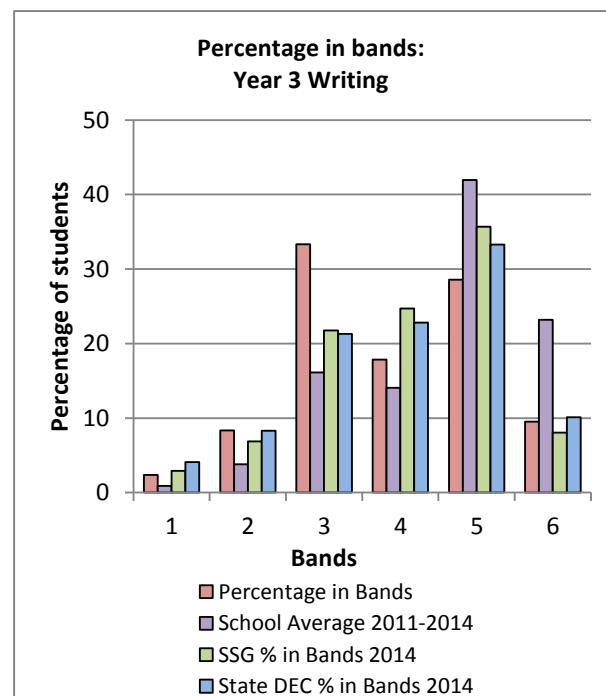
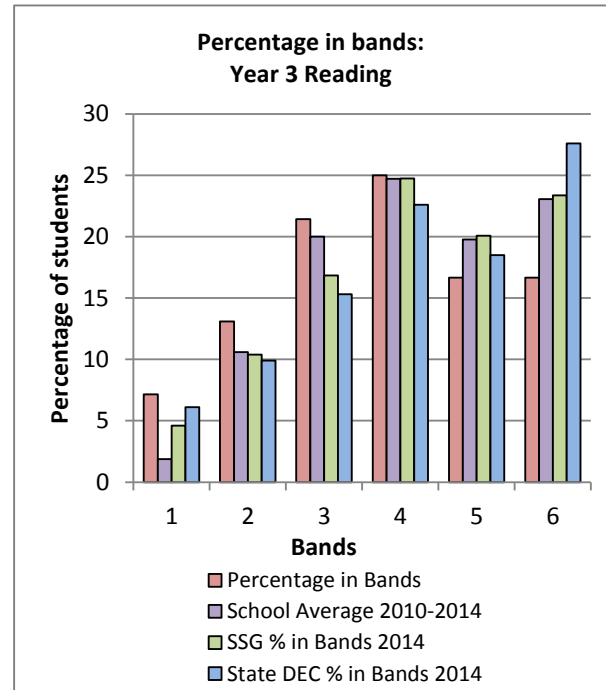
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

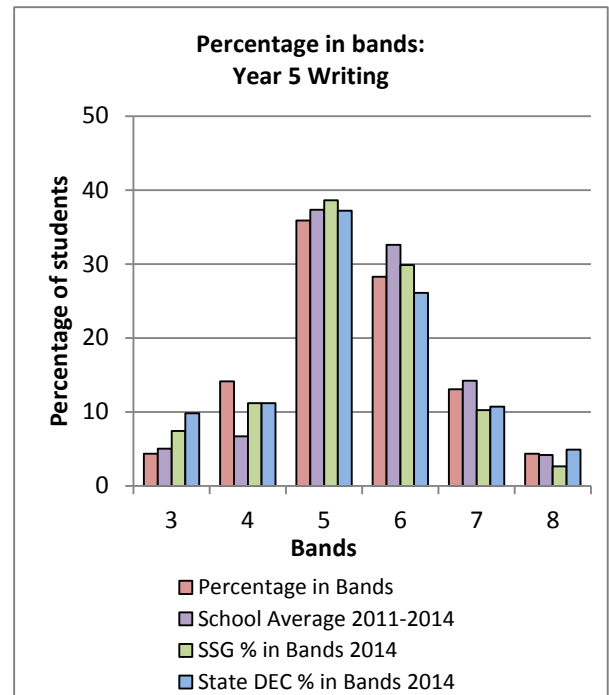
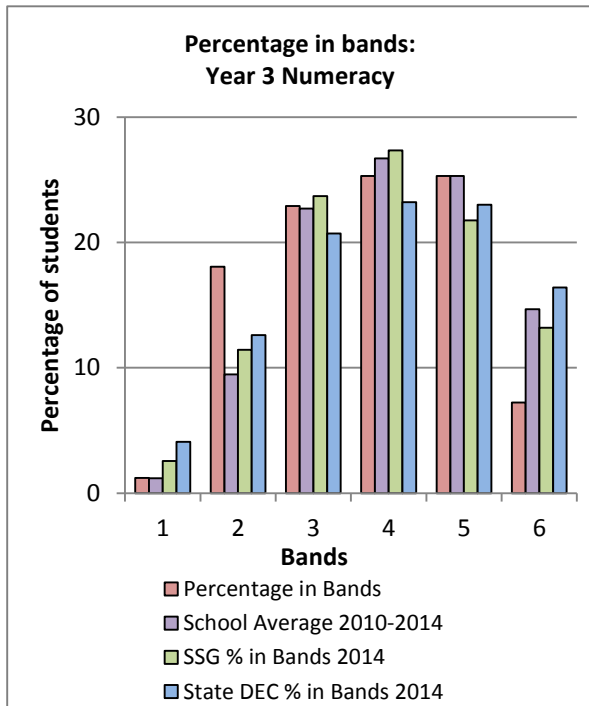
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

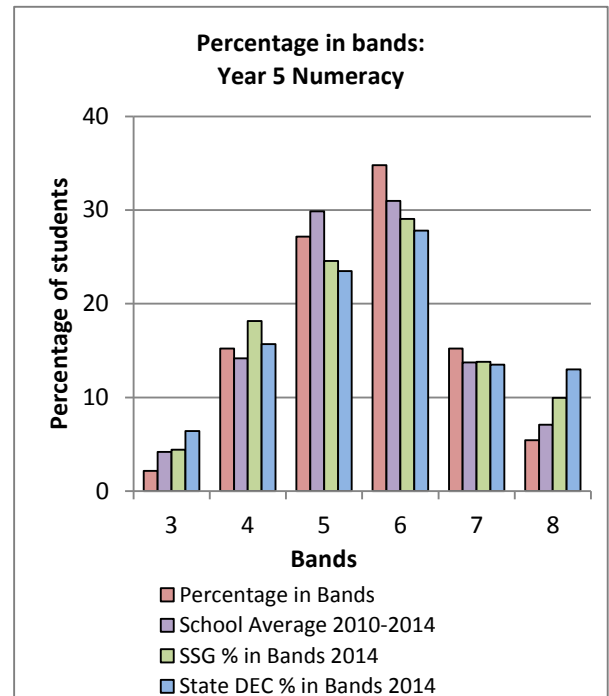
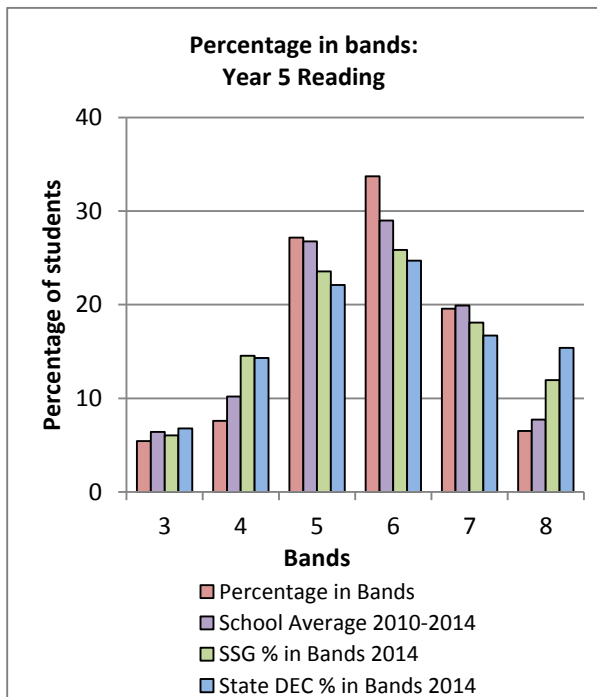


NAPLAN Year 3 - Numeracy



NAPLAN Year 5 – Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



Significant programs and initiatives – Shutterbugs – Camera Club

This year thirty one students, from Years 4-6, have been involved in our Camera Club program this year. The students have been involved in a number of workshops and excursions this year including: Featherdale Wildlife Park, an

enrichment workshop at Penrith Art Gallery, Werrington Lakes, Blue Hills Lake Scheme, the Australian Arms Museum and Auburn Botanical Gardens.

The students have also entered a number of competitions including: Penrith Show, Domayne's "Australian Themed" Photography Competition, Water in Penrith Competition and the Mountains Christian College Photography Competition. We have received many places in these competitions including: 3 first places, 3 second places, 2 third places, several highly commended awards and a 'best art exhibit in show' for Stage 3.

The Shutter Bugs have also been involved in a full day Photoshop Workshop and have had a guest speaker - Harry Karavais (a professional landscape photographer). The Shutter Bugs have had a story published about them in the "Blue Mountains Life Magazine" in July this year and sold over 40 photographs at our school mini-fete.



Learning Alliance

The Glenmore Park Learning Alliance consists of 8 schools including Regentville PS, Surveyors Creek PS, Glenmore Park PS, Warragamba PS, Emu Plains PS, Leonay PS, Glenmore Park HS and Emu Heights PS. Selected members from each school met each term and co-ordinated the working parties to assist with the introduction of the new syllabus documents and the development of units to assist teachers.

The whole staff has received Professional learning on implementing the new Mathematics

Syllabus. Every staff member was given a copy of the new syllabus and was involved in a joint Staff Development Day lead by the Learning Alliance. Teachers were divided into strand groups where they collaboratively wrote units of work K-6. This allowed teachers the opportunity to work with teachers from different schools. Communication between group members continued with two further meetings and then the completion of the units.

The Learning Alliance is focusing on moving towards developing a consistent framework in Assessment and Reporting.

Maths Olympiad

The Australasian Primary Schools Maths Olympiad is held on a yearly basis. Glenmore Park PS has competed in the competition for the past 10 years. Selected students work on problem solving skills and sit for a series of tests over a number of weeks.

This year GPPS had a very successful program with two students scoring in the top 10% and one student scoring in the top 25%. Special thanks to Miss Whitby for coaching the team in 2014.

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 – Senior AFL, junior and senior girls' soccer, junior rugby league, (senior rugby league were finalists)

Summer PSSA winners/finalists – Super 12s cricket, boys' and girls' basketball, junior kanga cricket, boys' and girls' softball.

Interschool and Gala Days

Our school was represented in

- Basketball – junior, senior, boys, girls
- Cricket – a skills development program and Milo / Blast -junior and senior boys, girls
- AFL Paul Kelly Cup – senior boys, girls

- Greg Alexander Trophy – senior and junior boys.
- Panther Trophy – senior, junior boys
- Soccer- junior boys

Carnivals -

Nineteen students went on to represent the school at the district swimming carnival. A team of fifty nine students attended the district cross country carnival. Three students went on to the regional carnival.

A team of forty one students attended the district athletics carnival. Five students represented at the regional carnival and one went on to state level.



Individual Student Representatives –

Twenty students represented the Penrith District in netball, basketball, rugby league, rugby union, touch football, soccer, cricket, AFL and softball.

Seven students represented Sydney West at the state carnivals in AFL, rugby union, rugby league and netball.



Multicultural education

Our school values the diversity of cultures within our community.

Harmony Day celebrations were held in March. Every student K-6 made a kite and on the back oval each grade displayed their kites to the rest of the school community. Two expert parents did a kite flying demonstration for all in attendance.

For over 10 years Mrs Kelaher has run the majority of our Multicultural Days which are always a huge success. Her work educating EAL/D students has been outstanding. Mrs Kellagher retired at the end of the year and she will be sorely missed by students, staff and the school community.

Aboriginal education

The Homework Centre was to provide Indigenous students the chance to complete homework in a supportive and educational environment. Where appropriate, encourage students to integrate Aboriginal culture and knowledge into assignments and homework tasks. We changed the homework centre to Wednesday mornings, between 8- 8:45, in the hope to increase attendance and allow students with commitments after school, to attend before school instead. We noticed a similar pattern, only a small number of students were using this opportunity provided. The program became not possible to run and as such was discontinued in Term 2.

We are currently looking into new programs and incentives for 2015.

All students attended an indigenous cultural incursion at school. The aim was to enhance and expand everyone’s cultural knowledge and experiences. The school offers different cultural incursions every year.

Indigenous families are provided regularly with editions of the indigenous magazine subscribed by the school “VIBE”.

Learning and Support

The Learning and Support program in 2014 was a new role involving two teachers each doing three days a week. There was an identified need to work on students’ reading skills. The Multilit Program was used intensively for seventy two

students throughout the year with each of these students working on the program 3-4 days a week for thirty minute sessions.

The program involved training SLSOs as well as the Learning and Support Teachers to deliver the program. The feedback of students who did participate was very positive with many teachers commenting on the improved confidence and attitude the students came back to class with.

Other significant initiatives **LLW@S – Live Life Well at School**

A promotion in September (Fruit and Veg month) was embraced by a majority of the classes. Teachers, particularly K-2, continue to support Crunch and Sip, some monitor what their students eat at school.

Increased equipment in the playground at lunchtime through a sports prefect duty program, has dramatically increased the number of students playing games in the playground.

The Kitchen garden has been relocated, and funded by LLW@S and is being cared for by students of 5P and the GA.

This year we ran a parent workshop with the aim of consolidating information being sent home through our flyers. The feedback was very positive and a number of suggestions were put forward including – run the workshop at night, have parents contribute to a healthy recipe book which could be sold, have parents to help with the kitchen garden.



Year 5 Excursion

School planning and evaluation 2012—2014

School evaluation processes

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

- Surveys of all key stakeholders
- Staff meetings
- Parent information evenings

As part of the school reporting process the school conducted two evaluations – one related to educational and management practice and the other related to curriculum.

As part of the ongoing cycle of self-evaluation, we evaluate one of the six areas of educational and management practice. In 2014 we chose the area of school culture. The main instrument for the evaluation was a survey of all stakeholders – teachers, students and parents.

Management - Culture

Part of the findings and conclusions were that:

- All parents surveyed agreed that the students are the school's main concern and are proud of the school.
- 100% of the families surveyed agreed that the school leaders have a positive influence on school culture.
- Nearly all the students surveyed agreed that the school encourages them to do their best and encourages them to learn.

The results from the survey confirmed our work in creating a positive, family culture at Glenmore Park Public School. We need to continue and

maintain the way we create our school culture in partnership with parents as clearly our school community sees this as important and effective.

Curriculum

Mathematics

The curriculum area surveyed was Mathematics which is a fundamental skill and high priority learning area K-6. Mathematics covers the areas of number, working mathematically, measurement and geometry.

After surveying parents, teachers and students the findings included that:

- Parents and students see Mathematics as a priority learning area.
- A majority of students enjoy Mathematics lessons and solving problems with other students. A large number of parents confidently assist their children at home with mathematics.
- Communication between home and school about student performance was rated highly and teachers are confident in assisting students in reaching the appropriate stage outcomes in Mathematics.

School planning and evaluation 2012—2014

School planning 2012-2014:

School priority 1

To improve student performance in Literacy by 3% in NAPLAN higher bands with a focus on higher order thinking.

Outcomes from 2012–2014

Training and development of K-2 staff completing Focus on Reading phase 1. The 3-6 staff to complete phase 2 of the program.

All teachers to contribute to units of work based on the new English curriculum as part of the Glenmore Park Learning Alliance.

Evidence of achievement of outcomes in 2014:

- Primary teachers completing Phase 2 of Focus On Reading.
- K-2 teachers completing Phase 1 of Focus On Reading Program.

- All class teachers to develop and trial units of work based on the new English syllabus.

Strategies to achieve these outcomes in 2014

- Every second week Teacher Professional Learning for Focus On Reading
- Staff development days used to work with grade/stage teachers from GPPS and schools from the Learning Alliance

School priority 2

To improve and focus assessment practices in Literacy and Numeracy so that they better inform the teaching to a diverse range of students.

Outcomes from 2012–2014

All teachers K-6 to track and plot on the Literacy continuum using school based and departmental documentation.

Evidence of progress towards outcomes in 2014:

- K-6 teachers to plot students on PLAN
- Lesson plans and programming reflect cluster markers

Strategies to achieve these outcomes in 2014:

- Professional Development sessions to upskill all teachers 3-6 on plotting students along the continuum.
- Collecting data as an ongoing process to guide programming and groupings.

School priority 3

Outcomes from 2012–2014

Implement Aboriginal Policy and improve students' performance in Literacy and Numeracy across the school K-6.

Evidence of progress towards outcomes in 2014:

- Improved NAPLAN results.
- Increased parental involvement in the creation of Personalised Learning Program process
- Increased attendance of all aboriginal students.

Strategies to achieve these outcomes in 2014:

- Learning and support team to monitor progress and include intervention strategies.
- Meet with Aboriginal parents on a regular basis for feedback and reporting.
- Continue training and development in teaching Aboriginal students.



Parent/caregiver, student, and 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, performing arts showcase, Education Week, open classrooms and of course all the sporting carnivals.

In 2014, 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.

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.

Ms Natalie Mansour	Principal
Mr Mark Arnold	Deputy Principal
Mrs Vicki Daniel	Assistant Principal
Mr Peter Corry	Assistant Principal
Ms Julie Dickenson	Assistant Principal
Ms Kylie Webb	Assistant Principal
Mr John Irving	Parent Representative

School contact information

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School Code: 4591

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

