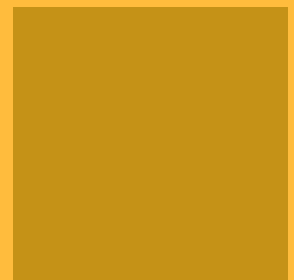
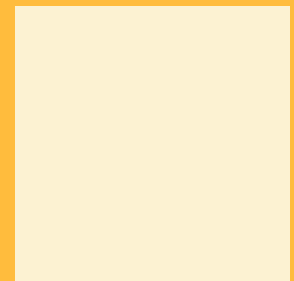


Glenmore Park Public School

Annual School Report 2013



Principal's message

It gives me great pleasure to present the Glenmore Park Public School 2013 Annual Report. This report details the major events and successes made by our students over the year. Our central main aim is to ensure every child in the school is provided with excellent learning programs that extend and develop their learning skills. Students in 2013 have succeeded in many sporting areas and in the creative and performing arts both representing the school at state level.

Performing Arts remains an important area in the school offering students a variety of programs to meet all interests. This year our Infants drama group was again invited to perform at the State Drama Festival. In Primary Schools Sport Association (PSSA) our school excelled winning Junior Rugby League, Super 12's Cricket, Junior Netball A, Junior Tee-Ball A and Junior Tee-Ball A.

2013 has been an important year preparing for the introduction of the National Curriculum in 2014 from Kindergarten to Year 6. Through extensive training and development all staff have met the Commonwealths milestones. All students have now had their current skills recorded against the Literacy Continuum. In 2013 preparation for this important curriculum change will continue to be a priority.

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.

Michelle Collins



Fundraising Committee

2013 has seen another impressive effort from the dedicated members of Glenmore Park Public School's Fundraising Committee.

Raising over \$5,779.55 through our Easter raffle, Mother's Day and Father's Day stalls and cake stalls.

Easter Raffle \$ 1 427.55

Mother's Day Stall \$ 2 550.25

Father's Day Stall \$ 1 322.45

Cake Stalls \$ 479.30

These are valuable funds that assist the school in purchasing much needed resources.

I am pleased to say that due to another year of success and huge effort of participation by the parents, students, staff and community of Glenmore Park Public School, we have been able to purchase the majority of items on the school's wish list. A big thank you to all the parents who have given up their time, donated gifts and baked cakes this year. Your support and hard work have ensured the success of our fundraising events in 2013.

Carly De St Germain

Student representative's message

2013 has been a very successful year. All school leaders were presented with badges at the special Leadership assembly attended by David Bradbury, the Honorable Member for Lindsay. Also during Term One all the Captains and Vice Captains attended the Sydney Entertainment Centre for the special Leadership Day with 10,000 other school leaders from the NSW. We listened to many famous people speak about how they became successful and what skills good leaders need to develop. They had some excellent advice for us to bring back to our school.

This year we were able to raise a huge amount with the Year 6 Mini Fete. We raised \$7,600 which the school will use to help purchase much needed equipment for the school. We would like to wish the 2014 leaders all the best of luck for the New Year in 2014



Georgia Zeaiter and Tyrice Peachey

School Captains 2013

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

Student Enrolment

Gender	2007	2008	2009	2010	2011	2012	2013
Male	320	313	332	334	313	287	281
Female	287	305	306	303	326	327	313

Glenmore Park Public School				
Class Sizes				
Roll class	Year	Total in class	Total per year	
KD	K	20	20	Note: Tr is optional
KK	K	21	21	
KR	K	21	21	
KW	K	20	20	
1A	1	21	21	
1E	1	20	20	
1L	1	23	23	
1O	1	22	22	
2C	2	19	19	
2H	2	22	22	
2S	2	18	18	
2W	2	19	19	
3O	3	25	25	
3W	3	27	27	
3/4H	3	13	26	
	4	13	26	
4A	4	27	27	
4C	4	27	27	
4N	4	27	27	
5H	5	30	30	
5L	5	30	30	
5M	5	30	30	
6B	6	27	27	
6C	6	27	27	
6P	6	27	27	

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)	23
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher of ESL	0.4
School Counsellor	1
School Administrative & Support Staff	3
Total	35.6

The National Education Agreement requires schools to report on indigenous composition of their workforce. Glenmore Park Public School employs one indigenous person.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	80
Postgraduate	15
NSW Institute of Teachers Accreditation	5

Financial summary

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

Student attendance profile

Student Attendance

	Year	2008	2009	2010	2011	2012	2013
School	K		94.8	96.1	94.3	91.5	95.5
	1		94.7	95.3	94.3	87.6	93.1
	2		94.4	94.5	94.2	91.5	92.5
	3		93.7	95.3	95.0	91.5	96.0
	4		94.5	95.1	94.5	91.6	95.2
	5		93.9	94.3	92.9	90.5	95.1
	6		92.3	95.6	93.5	88.8	94.3
	Total		94.3	94.1	95.1	94.1	90.4

Management of non-attendance

Student attendance and student learning are connected. Excellent attendance is encouraged and rewarded. Parents are contacted on the third day of an absence without an explanation. Ongoing concerns are monitored by the Learning Support Team and referred if needed to the Home School Liaison Officer for follow up.

Workforce information

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	233,158.99
Global funds	312,260.78
Tied funds	114,304.73
School & community sources	176,649.51
Interest	8,048.32
Trust receipts	21,289.94
Canteen	0.00
Total income	865,712.27
Expenditure	
Teaching & learning	
Key learning areas	106,264.67
Excursions	43,185.17
Extracurricular dissections	62,507.70
Library	0.00
Training & development	2,722.47
Tied funds	109,924.17
Casual relief teachers	100,502.94

Administration & office	49,298.38
School-operated canteen	0.00
Utilities	68,507.80
Maintenance	23,749.12
Trust accounts	17,874.61
Capital programs	18,796.91
Total expenditure	0.00
Balance carried forward	632,553.28

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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.

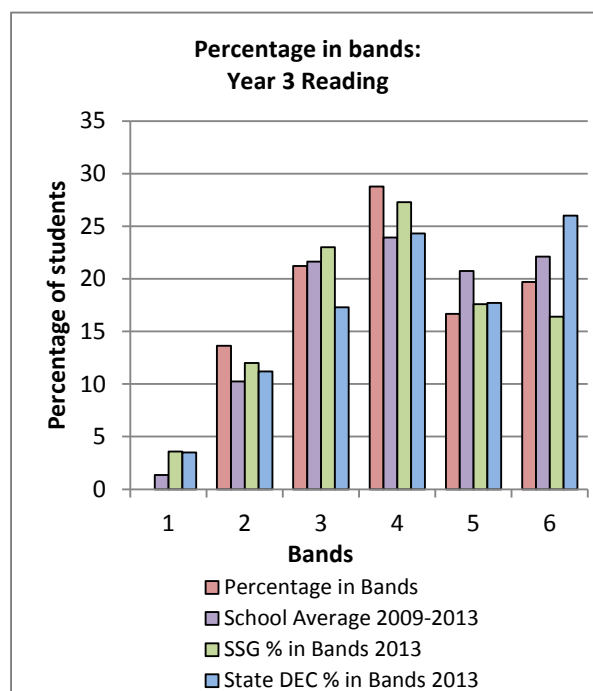
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading – NAPLAN Year 3

In Year 3, 65 students sat for the National Assessments program. 86.4% of these students achieved band three or higher. Nearly 20% of these students scored band 6 and no student achieve a band 1 compared to 3.5% of the state.

Year 3 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2013	414.8	401.0	418.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	9	14	19	11	13
Percentage in Bands	0.0	13.6	21.2	28.8	16.7	19.7
School Average 2009-2013	1.4	10.3	21.6	23.9	20.7	22.1
SSG % in Bands 2013	3.6	12.0	23.0	27.3	17.6	16.4
State DEC % in Bands 2013	3.5	11.2	17.3	24.3	17.7	26.0



NAPLAN Year 3 - Numeracy

Of the 65 students that sat for the numeracy test 94% achieved band three or better. No students were in band one with 6% in band two compared to the state with over 13% in band one and two.

Year 3 NAPLAN Numeracy

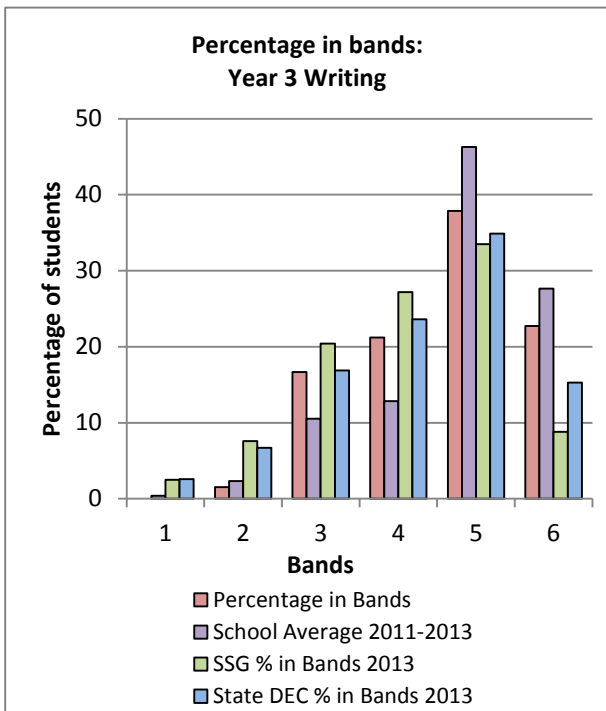
	School	SSG	State DEC			
Average score, 2013	396.6	384.5	399.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	4	20	23	13	5
Percentage in Bands	0.0	6.2	30.8	35.4	20.0	7.7
School Average 2009-2013	2.1	7.1	23.5	28.1	23.5	15.8
SSG % in Bands 2013	3.4	12.2	27.1	29.4	20.5	7.4
State DEC % in Bands 2013	3.5	9.7	22.7	27.8	23.0	13.3

Year 3 NAPLAN Writing

The school average in Writing is well above that of the state average. Of the 65 students that completed the test 40 achieved either band 5 or band 6.

Year 5 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2013	501.2	470.0	476.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	1	36	33	17	5
Percentage in Bands	0.0	1.1	39.1	35.9	18.5	5.4
School Average 2011-2013	5.2	4.1	37.8	34.1	14.6	4.1
SSG % in Bands 2013	9.5	9.9	37.4	26.3	12.4	4.5
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7



NAPLAN Year 5 - Literacy

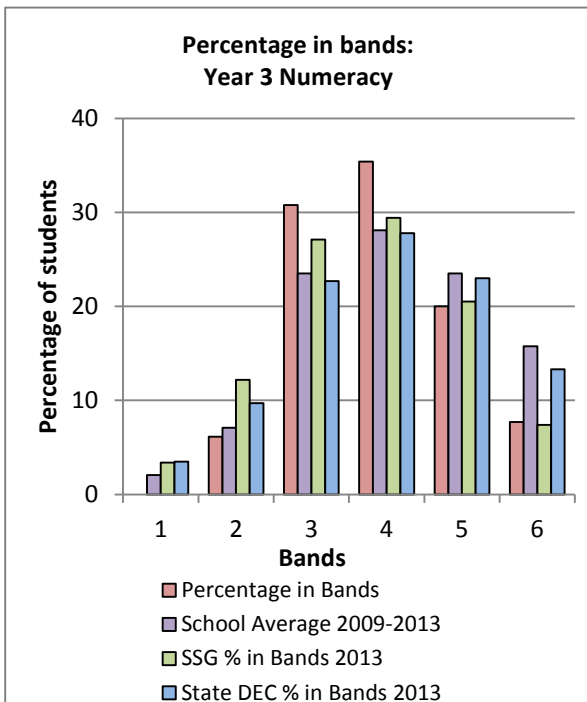
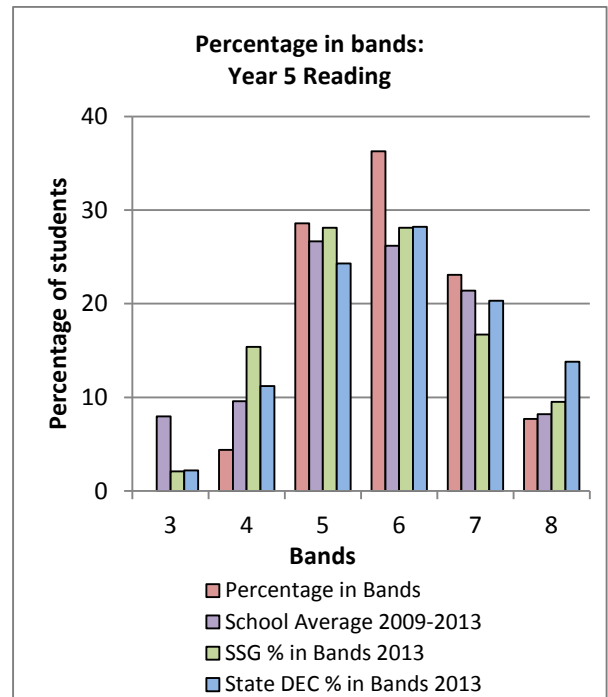
In reading 4% of our students achieved a band two with no students in band one compared to the state average of over 13% in bands one and two. Our school had over 95% of students achieve band 5 or better in reading.

Year 5 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2013	502.1	488.0	500.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	4	26	33	21	7
Percentage in Bands	0.0	4.4	28.6	36.3	23.1	7.7
School Average 2009-2013	8.0	9.6	26.7	26.2	21.4	8.2
SSG % in Bands 2013	2.1	15.4	28.1	28.1	16.7	9.5
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8



K-2 Easter Hat Parade

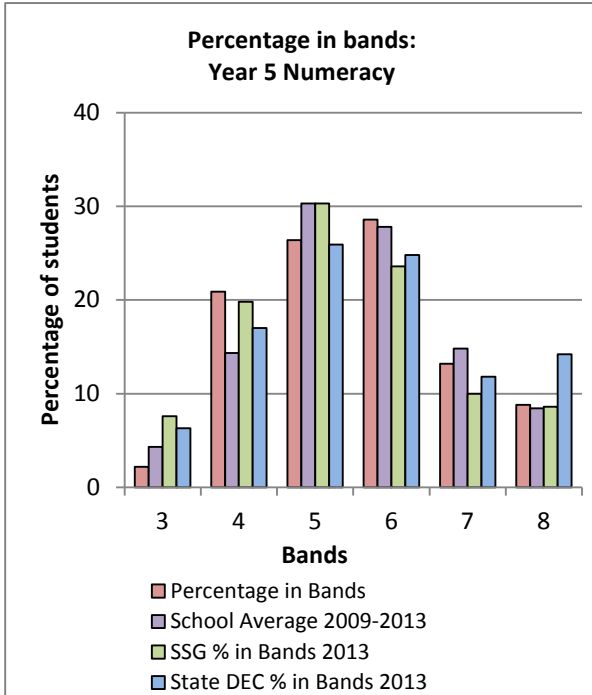


NAPLAN Year 5 – Numeracy

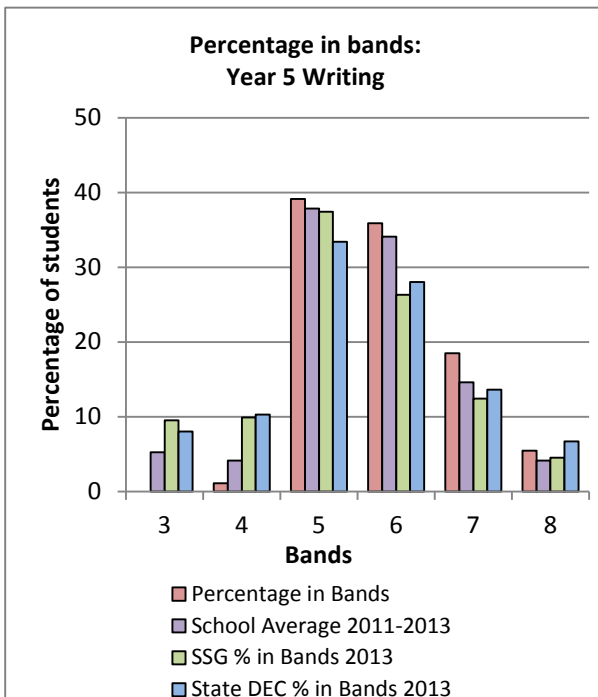
Of the 91 students that sat for the numeracy test 2% of the students achieved a band 3 compared to over 6% of the state. We were under the state average for band 8 scoring just under 9% compared to 14% in the state. We are highly represented in bands 6 and 7 with 42% achieving in these bands compared to 36% in the state.

Year 5 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2013	487.8	473.7	490.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	19	24	26	12	8
Percentage in Bands	2.2	20.9	26.4	28.6	13.2	8.8
School Average 2009-2013	4.3	14.4	30.3	27.8	14.8	8.4
SSG % in Bands 2013	7.6	19.8	30.3	23.6	10.0	8.6
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2



Writing –NAPLAN Year 5



Year 5 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2013	501.2	470.0	476.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	1	36	33	17	5
Percentage in Bands	0.0	1.1	39.1	35.9	18.5	5.4
School Average 2011-2013	5.2	4.1	37.8	34.1	14.6	4.1
SSG % in Bands 2013	9.5	9.9	37.4	26.3	12.4	4.5
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7

Year 3 NAPLAN Writing

Out of the 92 students that completed the Writing test 91 achieved a band five or higher. We had one student achieve band four. The school achieved much higher results than the State average in both Year 3 & 5 NAPLAN Writing exams.

GPPS has 100% of Year 5 students are performing at or above State minimum standards.

**Other achievements
Performing Arts 2013**

This year the Creative and Performing Arts Committee offered a diverse range of quality programs that catered for students from K-6.

We had four students' work selected for Operation Art which went on display at the Armory Gallery in Homebush. One students' work was selected to be part of the teachers' resource.

A number of our talented students attended workshops for Operation Art to further develop their artistic skills.



Cool Kids Music Program

A student's artwork was selected for the Cultural Diversity Calendar in 2014.

Three talented students had their artwork selected for the Japanese Art Exchange. Their work will be on display at the Nagoya Arts Festival in Japan.

Our school won the best exhibit in art for preschool/ kindergarten at the Penrith Show, as well as having four first place winners, four second place winners, one third place and twenty-nine highly commended places from Kindergarten to Year 6.

Talented students in Stage 3 were selected to attend the Regional Music Camp.

The school had 2 primary choirs this year. Each choir was selected to perform at PULSE and the Penrith Valley Performing Arts Festival.

Talented singers were selected to become part of the school's Vocal Ensemble.

The school has an Infants Choir. They showcased their talents at whole school assemblies.

"Sing 4 Fun" continued for children who enjoy singing for leisure during Friday lunchtime.

Our primary and infants drama groups performed at a Regional level. The infants drama group were successful in performing at a state level. Only seven primary items are selected throughout the state for the State Drama Festival. Our group were selected to open the evening show.

Our dance groups were very successful with our Stage 3 Dance Group performing at the Sydney West Dance Festival and Blue Mountains Dance Festival.



Boys Dance Troop performed at this year's Penrith Valley Performing Arts Festival

Early Stage 1/ Stage 1 and Stage 1 dance groups performed at the Penrith Valley Performing Arts Festival.

Primary Boys Hip Hop performed at the Penrith Valley Performing Arts Festival and Blue Mountains Dance Festival.

Our school was a participant in the Penrith Valley Debating Competition.

Public Speaking was another area of strength. School students gained places in every category within our cluster of the schools competition. A Year 3 and Year 6 won the final in their grade category.

The photography club "Shutterbugs" continued to grow with 4 groups for primary students. 2 groups were for beginners in photography. A DSLR camera group was introduced so students could manipulate the features of the camera.

Selected students in Year 6 were part of a Journalism group with two gazettes being published this year.

In the Local Life, Local Water Photography Competition, in the Under 12's category, one student took out first place and another second place.

At the Penrith Show, student photographers from Shutterbugs received a first place, a second place and 7 received highly commended places.

Achievements in Physical Education - 2013

At Glenmore Park all students in the school participate in a P.E. lesson and a sport session each week where they are actively engaged in physical activity and encouraged to improve their fundamental skills. Primary students can participate in either the school sport program or representative P.S.S.A. Our program includes the teaching of Dance and Gymnastics as well as general sport skills.

This year a complete K-6 Teaching and Learning program for Physical Education has been written and will be published for general classroom use by the end of 2014. This publication will also include a Scope and Sequence and teaching and learning programs for Health and Personal Development.



Our school is equipped with three well stocked storerooms containing a wide range of equipment which is regularly maintained and ensures all students can be actively engaged in activities that will provide recreation and improvement of their fundamental movement skills. The equipment is supplemented each year.

This year P.E. has received special funding as a result of school fundraising to replace and update the uniforms for our representative teams. (except for Netball and Rugby League – 2012) Soccer and Softball uniforms have been replaced, while uniforms for Basketball and AFL have been introduced. In addition, the equipment kits have been updated in these sports, as well as Cricket.

Thank you to the following generous sponsors who have enabled us to purchase these uniforms. The Western Sydney Giants AFL, Sydney Speedway and SHADES painting.

This equipment and uniforms will be ready for the 2014 season.

This year has seen a rise in the number of representative teams and their progress in their respective competitions, as well as a general rise in the number of girls involved in representative sports, eg the outstanding success of our girls' AFL Paul Kelly Cup team.

We have once again utilized development officers from the various sporting codes in free student workshops which has added further depth to our teaching programs.

This year our school has embarked on a focus on 'Healthy Lifestyle' through our 'Live Life Well At School' program. Resources on how to live a healthy lifestyle have been regularly distributed to the students in our teaching programs and to the community through our fortnightly newsletter. For the first time a focus on nutrition has been included in our Kindergarten Orientation program. The Live Life Well At School – LLW@S, program has funded the installation of further active play areas for students in the form of the new Volleyball court and extra goal shooting rings in undercover areas of the school.

The goal we are working towards is to have our court areas undercover so that our students can be actively engaged whilst being protected from the weather, in particular, the sun.

AFL Paul Kelly Cup



Girls AFL winners at ANZ Stadium

This year saw outstanding success for Glenmore Park Public School in the AFL Paul Kelly Cup

competition. Four teams were entered into the local gala day held at Jamison Park. From here, one of our girls teams progressed to the regional carnival held at Skoda Stadium in Blacktown. The girls went through the entire day undefeated. After winning the regional carnival the girls qualified for the State AFL Paul Kelly Cup carnival held in Canberra. Again the girls were very successful, winning each of their games convincingly and taking out all of their finals matches. At the conclusion of this day the girls were given the title of State AFL Paul Kelly Cup champions. We received attention from the local paper and the AFL Western Sydney Giants players visited our school to present the girls with their medals. After winning every level of the competitive games, the girls were given the opportunity to play an exhibition game at ANZ stadium during half time of a Sydney Swans match. Here they beat Lilly Pilly Public School and were presented with a trophy from AFL representatives. The girls were continually outstanding and showed athleticism on every occasion. A fantastic year for our school and local AFL.



Sydney Giants presenting Girls AFL team with State medals and certificates

T-20 Milo Blast Cricket

48 students from Years 3 and 4 were selected to attend a cricket skills development gala day at Jamison Park on Monday the 4th November. Glenmore Park Public School entered 4 girls teams and 4 boys teams. The day proved to be a valuable experience for all students, building their confidence in team sports as well as developing their cricket skills whilst promoting a healthy, active lifestyle.

Significant programs and initiatives

Aboriginal Education

This year, we discontinued the Homework Centre after Term One. The Homework Centre was to provide Indigenous students the chance to complete homework in a supportive and educational environment and 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.

We are currently looking into new programs and incentives for 2014.

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".

Multicultural education

Our school has always been a very inclusive one welcoming families from other cultures. Multicultural education is a valuable part of the school curriculum through various units of work. We celebrate Harmony Day in March each year. And this year the emphasis was on telling our story. We had local community members come and do a story telling on what things were like when they were young children.

To help highlight the values we place on harmony throughout the school we have designed and landscaped an area in the center of the school. This consists of a painted mural with inspirational messages from each grade. We also have a garden that has been designed from a combination of student entries.

We have received sponsorship from the local business community and the Federal Member. The garden will be a constant reminder of the values the school places on multiculturalism.



Harmony Day students dress in National costumes.

HSIE Achievements 2013

This year the HSIE team focused on the purchase and utilisation of current, relevant resources. This was achieved through the acquisition of the SKWIRK internet based program and resource tool. In order for this program to be implemented successfully the staff participated in a development afternoon to ensure that the program was used to its best capability. All staff have had the opportunity to use the program for two terms now and it has proved successful with another two terms still available. Skwirk allowed the students to see historical events and other HSIE topics in a more dynamic format which therefore maintained interest. The program has allowed the teaching of HSIE to be more enthusiastic, leading to better understanding and performance from the students.



School planning and evaluation 2012—2014

The school planning policy provides direction for the preparation and implementation of school

plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To improve student performance in Literacy and Numeracy by 3% in Year 5 NAPLAN higher bands with a focus on higher order thinking.

2014 Targets to achieve this outcome include:

- Improved student performance in higher bands in NAPLAN.
- Quality teaching practices in comprehension strategies K-6.
- Improved differentiated learning for students in high bands.

Strategies to achieve these targets include:

- Implement tracking processes K-6 using continuums in Literacy & Numeracy.
- Implement “Focus On Reading” for Years 3-6.
- Focus on training and development for each teacher in identified areas.

School priority 2

Outcome for 2012–2014

Improve assessment practices in Literacy and Numeracy.

2014 Targets to achieve this outcome include:

- All students tracked on Literacy and Numeracy continuums K-6.
- Whole school assessment policy implemented.
- Assessments inform programming for teaching and learning in teachers programs.

Strategies to achieve these targets include:

- Training and development in super seven strategies.

- Whole school Literacy training and development meetings.
- School community Literacy project in stage 3.

School priority 3

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

2014 targets to achieve this outcome include:

- Aboriginal parents positive about the involvement in school teaching and learning programs.
- Improved attendance and social integration.
- Personalised learning plans focused on support and early intervention.

Strategies to achieve these targets include:

- Learning and support team to monitor progress and include intervention strategies.
- Meet with Aboriginal parents on a regular basis for feedback and reporting

School planning 2012—2014: progress in 2013

School priority 1

To improve student performance in Literacy and Numeracy by 3% in the higher bands with a focus on higher order thinking through comprehension and problem solving.

Evidence of progress towards outcomes in 2013:

- Significant downward movement in bands 3 and 4 from 18.2% in 2012 to 4.4% in Literacy 2013
- Movement upwards in bands 5 and 6 from 46.8% to 64.9%
- Movement upwards in band 8 from 6.5 in 2012 to 7.7% in 2013
- Three teachers trained to implement the GORRIC gifted and Talented program.

Strategies to achieve these outcomes in 2014

- Primary teachers to continue professional development completing Focus On Reading phase 2.

- K-2 teachers to complete Focus on Reading phase 1.

School priority 2

To improve and focus assessment practices in Literacy and Numeracy to better inform the teaching of a diverse range of student abilities.

Evidence of progress towards outcomes in 2013:

- All teachers K-6 were tracking students in Literacy.
- Use in K-2 of the continuum progress to inform parents on skills achieved by individual students.
- Selected staff updated and distributed to all classroom teachers SENA assessment kits for use in Numeracy assessment.

Strategies to achieve these outcomes in 2014:

- Teachers are developing assessment strategies to focus on the continuum.
- The Glenmore Park Community of Schools Learning Alliance is mapping out professional development opportunities for teachers K-6 at staff development days
- Assessments are used to determine teaching and learning programs.

School priority 3

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

Evidence of progress towards outcomes in 2013:

- Increased attendance by Aboriginal parents and carers at social events, special assemblies and presentations.
- Completion of IEP's for every Aboriginal student at GPPS.
- Election of the schools' first Aboriginal school Captain. He developed confidence and expertise in organization and Public Speaking, becoming a role model for other Aboriginal students in the school.

Strategies to achieve these outcomes in 2014:

- Involvement of regional personnel in Aboriginal school engagement and attendance.
- Continue development of IEP's for all aboriginal students in the school.

- Encouragement of all aboriginal family involvement through regular communication and work with staff liaison.

Professional learning

In 2013, Glenmore Park PS formed the Glenmore Park Learning Alliance (GPLA) with Regentville PS, Warragamba PS and Surveyors Creek PS. Ms Julie Dickenson and Mrs Colleen Pace were part of the committee who worked towards supporting the implementation of the National Curriculum in English. The GPLA led Professional Learning sessions on Staff Development Days and during Staff Meetings to educate teachers about the new English Syllabus. In Semester 2, Stage Teams of teachers met to write units of work to support the implementation of the NSW English Syllabus in 2014. The GPLA developed a web site to support the learning and communication network for the community of schools. This web site can be accessed via the school web site link



Students working on school vegetable garden

Program evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of English and School Planning.

Background

Each year as part of our cycle of school evaluation, we evaluate one of the six areas of educational management practice and the other related to curriculum. In 2013 our school carried out evaluations in school planning and English. The

main instrument used was surveys. Teachers, students and parents were surveyed.

Educational Management – Planning

In 2013 the school evaluated the area of planning across the school. Surveys were conducted with a random sample of teachers and parents. Areas covered were school purpose, planning for school events and information.

Findings and conclusions

Overall the findings were extremely positive. Parents' made significant comments about the dedication of teachers and staff in the school.

- A majority of respondents indicated that the school purpose is clear and focused on students.
- A large majority of respondents indicated the processes in the school were effective.
- Most people surveyed indicated that quality student learning is central to the school.
- Planning processes and documentation rated highly and is responsive to student and community needs.
- 90% of parents rated the communication between the school and home as either very good or excellent.

Future directions

The results reinforce that the school is constantly responsive and effective in its planning processes. We need to undertake a review of our purpose and priorities in 2014 to assist with the smooth implementation of the Australian National Curriculum for 2015

Curriculum

English

Background

English is a fundamental basic skill in our school and it covers the areas of Reading, Talking and Listening and Writing. Areas covered in the evaluation were student outcomes, resource management, teaching strategies and professional development.

Findings and Conclusions

- The majority of students enjoy their English lessons.

- Students rated highly the lessons where a variety of resources were used to teach their skills and highly enjoy group work.
- The majority of students know they are improving in English.
- Parents felt the school keeps them well informed about their child's progress and the frequency of reporting.
- Parents confirmed that the school's early intervention program and support for reading are important resources.
- Assessment information is used by all teachers to program appropriate teaching and learning strategies and English is taught daily in each classroom.
- Teachers use a variety of explicit teaching strategies and all teachers indicated that in order to cater for the ability levels in the class they grouped the students.

Future Directions

All staff have been working towards the implementation of the Australian Curriculum. English units have been developed and trialed in 2013/14. All staff will continue professional development in 2014 to teach the new English syllabus in 2015.



Year 6 visiting Parliament House

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.

Mrs Michelle Collins	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
Mrs Carli De St Germain	Parent Representative

School contact information

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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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>



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