Glenquarry Public School
Annual School Report

2015
Our school at a glance

Students
In 2011, Glenquarry Public School had an enrolment of 34 students comprising 13 boys and 21 girls.

The school climate continues to be settled and cohesive. Students are focused and hard working. They demonstrate respect and care for others.

Students often represent the school in the community. They always demonstrate pride in their school.

Staff
In 2011, the school staff consisted of a full time teaching principal, full time teacher, 1 part time teacher/librarian, 1 part time school administrative officer, 1 part time school learning support teacher and a part time general assistant.

Significant programs and initiatives
In 2011 the school’s connected classroom was finally installed. Subscriptions to online resources such as Mathletics and spellodrome were renewed and continue to be a regular part of classroom programs.

Students with special talents in academic, creative and sporting areas were catered for with literacy and sporting extension activities. Two students were accepted to the Bowral Learning Community resources of the academically gifted class at Bowral Public School. Several children attended enrichment days.

Students successfully performed in the Festival of Instrumental Music at the Sydney Opera House in the combined recorder group.

Through community resources, we were able to provide extra sports training and guidance to gifted students. Students also entered this year in University of NSW ICAS tests.

Student achievement in 2011
Glenquarry had some pleasing results in the 2011 NAPLAN.

- 100% of Year 3 students achieving at or above minimum standard in reading, writing and spelling.
- 100% of Year 5 students achieving at or above minimum standard in all areas of literacy.
- 100% of Year 5 students achieving above state average growth in reading and spelling.
- 100% of all students achieving above minimum standards in all aspects of numeracy.

Due to the small number of students participating in the NAPLAN, more detailed results cannot be published.

Messages

Principal’s message
2011 was a year of challenges and successes.

The trial of the School Learning Support Program provided the school with increased personnel to support the children with special learning needs. It has provided greater flexibility and autonomy to allocate resources to best meet the needs of children in our school. It is anticipated this program will continue in 2012.

We also had some staff changes during 2011. Mrs Wakefield has filled the role of K-2 teacher for the year, and has been a wonderful asset to the school.

Our students have shown great success and achievements in both the classroom and beyond, with many students representing our school in public speaking, sport, music and other extra curricula areas.
I would like to recognise the support of our wonderful community. It is this partnership that our families have with our school, which makes Glenquarry the exceptional school that it is.

It has been my pleasure looking after Glenquarry School in Mr Galbraith’s absence.

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 – to the best of my knowledge.

Michelle Laval
(Relieving Principal)

P & C and/or School Council message

Glenquarry Public School’s Parents and Citizens Association meets on the first Monday of each month, excluding holiday periods. Our Annual General Meeting is held in March. During these meetings we discuss and make decisions aimed at assisting the school in the areas of funding, maintenance and extra-curricular activities.

The main aim of the P&C this year was to raise funds, following a year of quite extensive spending in 2010. We were successful in doing this through our two major fundraisers, which were our annual Trash ‘n Treasure held in April, and our Trivia Night which was in May. Both of these events were supported by a large number of school and community members.

The P&C also held two family picnics, working bees, a movie night for students and their families, hosted Australia’s Biggest Cuppa for the wider community, entered a team in Relay for Life, helped the year 6 students organise a school disco and organised and raised funds for the Year 6 Farewell. In addition to this, individual P&C members organised school lunch order days, BBQ lunches, school uniform orders, travel to district, regional and state sporting events and assisted in various classroom and sporting programs during the school year.

Towards the end of the year the P&C provided fresh fruit boxes for the students to enjoy at morning tea. We also presented each student with a $15 book voucher at presentation night, and paid for all student meals at the year 6 farewell as well as giving each year 6 student a beautiful hard cover book.

It has been a pleasure to be part of such a hard-working and dedicated group of parents once again this year.

Kerry Graham – P&C President

School context

Student information

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

Student enrolment profile

Student enrolments rates and male female ratios remain consistent with previous years. For 2012 it is anticipated this will change.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>27</td>
<td>26</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>
### Student attendance profile

School attendance rates are above regional average.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<tr>
<td>1</td>
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<td>90.9</td>
<td>96.8</td>
<td></td>
<td>91.5</td>
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<tr>
<td>2</td>
<td></td>
<td>96.2</td>
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<td>95.2</td>
<td>95.2</td>
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<tr>
<td>3</td>
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<td>95.3</td>
<td>94.7</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>95.0</td>
<td>94.1</td>
<td>89.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>94.8</td>
<td>94.8</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>93.7</td>
<td>98.1</td>
<td>96.3</td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>94.8</td>
<td>95.6</td>
<td>94.0</td>
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<tr>
<td>K</td>
<td></td>
<td>94.3</td>
<td>94.5</td>
<td>94.4</td>
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<tr>
<td>1</td>
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<td>93.9</td>
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<td>2</td>
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<td>93.7</td>
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<td></td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
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### Region

<table>
<thead>
<tr>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>94.7</td>
</tr>
<tr>
<td>1</td>
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<td>92.1</td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>94.4</td>
</tr>
<tr>
<td>3</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>4</td>
<td>94.1</td>
<td>94.1</td>
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<tr>
<td>5</td>
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<td>94.0</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>93.6</td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>94.3</td>
</tr>
</tbody>
</table>

### State DEC

<table>
<thead>
<tr>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.2</td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.4</td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.3</td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.2</td>
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<tr>
<td>6</td>
<td>93.6</td>
<td>93.8</td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>94.3</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Non-attendance is managed in line with standard Department of Education and Community Policy. There were no significant cases of non-attendance in 2011.

### Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>K</td>
<td>6</td>
<td>16</td>
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<tr>
<td>K-2</td>
<td>1</td>
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<td>16</td>
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<tr>
<td>K-2</td>
<td>2</td>
<td>5</td>
<td>16</td>
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<tr>
<td>3-6</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

### Structure of classes

Years K/1/2 – Mrs Cindy Wakefield

Years 3/4/5/6 – Mr Grant Galbraith

### Staff information

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

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>-</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>General assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Part time teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Counsellor</td>
<td>As needed</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.332</td>
</tr>
</tbody>
</table>

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

There are no Indigenous teachers or support staff at Glenquarry Public School.
Staff retention

2011 saw an exchange of teachers with Mrs Wakefield from Hilltop PS working here at Glenquarry PS and Mrs Scott working at Hilltop PS.

The Principal Mr Galbraith again taught the 3-6 class with Mrs Purcell providing the library and RFF programs. In 2011 we had a temporary teacher Mrs Schaefer who ran our Learning Support program one day per fortnight.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>16423.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>52029.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8552.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8744.26</td>
</tr>
<tr>
<td>Interest</td>
<td>1216.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1676.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>88641.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8377.46</td>
</tr>
<tr>
<td>Excursions</td>
<td>1821.46</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8799.88</td>
</tr>
<tr>
<td>Library</td>
<td>1196.64</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2110.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8836.97</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5643.10</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>12569.31</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8008.05</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8958.60</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1675.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>20643.77</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>67997.85</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts

Creative Arts remains an important focus for Glenquarry Public School. The children have participated in numerous visual arts and musical experiences and activities:
SHYAC performance of ‘What a Knight’ (including participation by several Glenquarry students);
School End of Year Performance with a focus on drama.
Participation in the Festival of Instrumental Music at the Sydney Opera House
Musica Viva performance at Moss Vale Public School.
Participation in the launch of the Bowral Learning Community with several students in the combined choir.
Art lessons with students by Penny McManus

Sport
This year Glenquarry students have participated in a variety of sporting experiences. In 2011 the Bong Bong Sports program has provided a focus for our in-school sport skill development program.
- K-6 swimming carnival at Bundanoon;
- Attendance at Bong Bong, Wingecarribee, Regional and State swimming carnivals, including making it to the PP5 Relay finals at the State Carnival;
- Cross Country and Ball Games at Berrima, with students reaching the district level;
- Attendance at Wingecarribee and Regional Cross Country events;
- Soccer Gala Day;
- AFL Gala Day;
- Athletics Carnival;
- Wingecarribee and Regional Athletics Carnivals;
- Cricket Gala Day; and
- Special swimming scheme K-6

Other
As a member of a group of small schools in the Southern Highlands, as well as being part of the larger Bowral Community of schools, we endeavour to have our children interact in a wider social context as much as possible. This takes place in our regular sporting carnivals and gala days and other joint initiatives.

Academic
Our school has participated in the following academic activities:
- Gifted and Talented Days at Bowral covering topics such as history, film making, science and art;
- Visits by Writer/Author Elizabeth Honey
- Creative Writing workshop with author Selema Hanet-Hutchins
- Participation in UNSW ICAS tests
- Participation in the Multicultural Perspectives Public Speaking competition, with 2 students reaching the regional final.
- Life Education program
- Excursion to Nan Tien Temple and Wollongong Science Centre

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN testing for individual school percentage in band, three-year school average, and average growth information to be publicly reported. At Glenquarry Public School there were six students in year 3 and two students in year 5 that sat the NAPLAN test in 2011. Therefore, results cannot be advised in this report. Parents have been advised of their child’s achievements.

Literacy – NAPLAN Year 3
In 2011, six students sat the Literacy NAPLAN tests in Year 3. Results cannot be reported.

Numeracy – NAPLAN Year 3
In 2011, six students sat the Numeracy NAPLAN tests in Year 3. Results cannot be reported.

Literacy – NAPLAN Year 5
In 2011, two students sat the Literacy NAPLAN tests in Year 5. Results cannot be reported.

Numeracy – NAPLAN Year 5
In 2011, two students sat the Numeracy NAPLAN tests in Year 5. Results cannot be reported.

Progress in literacy
Due to the small number of students participating in the 2011 NAPLAN in literacy, results cannot be reported.

Progress in numeracy
Due to the small number of students participating in the 2011 NAPLAN in numeracy, results cannot be reported.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2011

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
There are no Indigenous students or staff at our school.

Aboriginal perspectives are integrated into our school plans and teaching content where appropriate. Goals of appreciation, understanding and respect are supported through a commitment to Aboriginal education.

Outcomes of our aboriginal programs are:

- an appreciation of how long Aboriginal people have lived in this land;
- respect for Aboriginal elders in our society. We continue to acknowledge the traditional custodians of this land, the Gundungarra people, at school assemblies;
- a growing understanding of the challenges faced by our indigenous people, in particular the challenges faced to achieve equity in our society;
• maintaining current meaningful resources to support Aboriginal perspectives is an element of Glenquarry Public School policy;

Multicultural education
The school recognises the need to focus on multicultural education as part of all curriculum areas. This ensures that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society.

Students have:

• undertaken extensive study in the religions and associated beliefs of the world’s major religions;
• participated in the Multicultural Perspectives Public Speaking competition;
• engaged in German studies throughout the year with our German speaking staff member, Mrs Uta Purcell;
• developed an understanding of cultural belief systems. Different beliefs and cultures are discussed as part of the informal curriculum, as prompted by educational outcomes and world events.

Activities have included:

• Child Protection training for all staff;
• emergency drills for children;
• student lead fundraising activities including: World foods day with money raised for Oxfam,

Music education
In 2011 we continued our school recorder program with the 3-6 students again taking part in the Festival of Instrumental Music at the Sydney Opera House. Our K-2 students began a basic recorder program with the year 2 students successfully joining the senior recorder groups in 2011.

Following the performance at the Opera House several students expanded their skills to take on more advanced descant and tenor recorder parts. These advanced students fulfilled those roles at the Festival of Instrumental Music.

Other programs
Respect and responsibility
At Glenquarry Public School, students are taught to respect each other, adults (staff, parents and community members) and property (personal,
Progress on 2011 targets

Target 1
Maintain and increase student levels in literacy
Our achievements include:

- increased participation of parents and community members during literacy sessions.
- participation by several students in the Multicultural Perspectives Public Speaking competition – two students reaching regional final;
- successful implementation of the L3 early literacy program into the K-2 classroom as a framework for differentiated group work and to cater for individual student needs;
- several students participating in University of NSW ICAS testing programs.
- 100% of Year 3 students achieving at or above minimum standard in reading, writing and spelling.
- 100% of Year 5 students achieving at or above minimum standard in all areas of literacy.
- 50% of Year 5 students achieving in the proficient range for reading, writing and grammar punctuation.
- 100% of Year 5 students achieving above state average growth in reading and spelling.

Target 2
Maintain and increase student levels in numeracy
Our achievements include:

- a focus on language of mathematics during mathematics sessions and developing student skills in multiple methods to solve a given mathematical task;
- implementation of the North Coast Region mathematics scope and sequence
- students have been grouped according to ability and level of instruction. Differentiated teaching programs that cater for individual student needs and extend gifted and talented students have been implemented
- several students participated in University of NSW ICAS testing programs.
- 100% of all students achieving above minimum standards in all aspects of numeracy.
- 50% of Year 5 students achieving in the proficient range for all aspects of numeracy.

Target 3
To improve ICT Resources and Framework to facilitate student engagement in Literacy and Numeracy.
Our achievements include:

- installation and in-service in the use of new Connected Classroom equipment;
- connected classroom equipment has been utilised for both teacher professional learning and as a tool for students to engage outside the school.
- improved Quality Teaching practices;
- all students in years 1-6 accessing email and internet.
- ongoing development of school website as an overall communication tool and place to demonstrate student achievements;
- all students accessing a variety of websites and online programs as part of their learning.
• Student learning is being extended into homes with the use of online learning.
• All students actively engaged in differentiated learning activities in literacy and numeracy.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of school culture and reading.

Educational and management practice

Evaluation of school culture was conducted by talking to parents, staff and students about how they felt about different areas of school life.

Background

At the end of 2011, a number of parents indicated they would prefer their child in a larger school. This has led to a need to look at the changing nature or culture of the school with the aim of making positive changes.

Findings and conclusions

As the nature of the students and families coming to Glenquarry has changed over the past few years, with more parents who now work, there has been a decrease in community spirit.

Other outside issues beyond control of the school have also affected the school in a negative way.

The children have always continued to love school, in particular this school. They have been happy with their teachers, their learning and the school in general.

Both parents and staff felt that the school had become a little stagnant. It needed more structure, more communication and more consistency.

Future directions

With possible future decline in numbers, the school needs to improve its culture and its perception in the community. This is necessary in order to attract more students and preserve our two classes.

Goals will include:

• Working with the P&C to ensure all parents have opportunities to be included in school activities.
• Regular communication between home and school to be increased through newsletters, notes, school website and morning notices.
• A consistent approach across classes be developed in curriculum, discipline and expectations of students.
• The school will work with parents to actively promote its wonderful programs throughout the community. – as part of Bowral Community of Schools, through local newspaper, attendance at community events etc.

Curriculum

The school has evaluated the area of reading (in particular comprehension of reading) for the purposes of developing appropriate school programs and teacher professional learning that meet the needs of all students.

Background

While many of our students are proficient readers, they often have difficulties when analysing texts, as their comprehension does not match their reading level.

Findings and conclusions

Parents were very happy with the L3 Kinder literacy program and the progress their children made as a result of this program.

Both parents and staff felt that reading resources have improved, but that there is always room for improvement.

It was felt that a greater focus on different text types would be very beneficial for students in developing their reading and comprehension skills.

Parents stated they would be interested in attending workshops in reading and that this would help build stronger home school partnerships.

Both staff and parents were happy with the School learning support trial, where Mrs Schaefer supported students with additional learning needs one day per fortnight.
Parents commented on the high level of commitment of teachers in providing additional support before school to children who needed it. They felt that the school highly values reading and actively promotes it.

**Future directions**

While parents felt very positively about how reading is being taught at Glenquarry, there were some very useful ideas suggested to further enhance this program.

Goals will include:

- More explicit teaching of reading and comprehension strategies across the school
- Greater focus on different text types and their structure.
- Teacher professional learning around the K-6 literacy continuum and teaching comprehension.
- Parent workshops to assist parents in helping their child at home with reading.

2. Please discuss 3 strengths of Glenquarry Public School.

3. Please discuss 3 areas we can work towards improving.

A summary of the responses to these questions is presented below.

All of those surveyed would recommend Glenquarry to others. Their other responses included:-

- Lovely setting
- Children have the freedom to explore a large variety of challenges both in and out of the classroom.
- The education is geared to their needs.
- All students have the chance to shine.
- Year 6 students get many more opportunities for leadership than they would in a larger school.
- Students enjoy coming to school and like their school.
- The education is more individual – children can be extended, or assisted as needed.
- Children are taught to, and have opportunities to nurture each other.
- Boys and girls get on well together – like a family setting.
- Education is important in small schools.

Some areas that could be further developed:-

- Greater communication between school and home.
- More structure in classroom and playground settings – higher behaviour expectations.
- Improved consistency across the school in approach, curriculum, expectations, discipline.

**Professional learning**

A process was begun to regularly examine and review interactive learning sites with a view to developing teacher and student resource pages on the Glenquarry School website.

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**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

In 2011 we asked our community 3 questions.

1. Would you recommend Glenquarry Public School to a family looking for a new school? If yes why, if no why not?
Staff were given opportunities for training in the use of Connected Classroom equipment.

All staff were updated with their first aid and CPR training requirements, through a combined staff development day.

Our K-2 class teacher participated in L3 (Literacy, Language and learning) program. She was also part of the TENS program, which developed her skills in targeting “at risk” early number learners and implementation of early learning plans.

The Principal attended Regional and School Education Group meetings, District Principals Association meetings as well as the Teaching Principals Special Interest Group meetings.

School planning 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.

More information related to these priorities and outcomes can be read in the School Management Plan.

School priority 1

Literacy and numeracy

Outcomes for 2012–2014

- Improve all students’ abilities in problem solving in Numeracy.
- Improve all students’ comprehension skills in reading.
- Develop consistent teacher practices.
- Improved curriculum delivery and tracking of students’ progress in literacy and numeracy.

2012 Targets to achieve these outcomes include:

- All staff know the individual performances identified by NAPLAN.
- All Maths targeted students will achieve the minimum standard level based on TENs benchmark by the end of 2012.

- Students with particular needs will have an individual learning plan developed with parent consultation.
- 9 out of 10 students K-6 will reach at least a “sound” level of reading texts (based on the literacy continuum) by the end of 2012.
- Staff will exchange helpful websites for classroom and administrative planning.

Strategies to achieve these targets include:

- Access professional learning in Focus on Reading (With Colo Vale School), Best Start and the TENS programs.
- Vary school hours for staff to attend training.
- Implementation of FOR and TENS programs.
- Provide regular opportunities for teacher professional Learning through MyPL@DET, SMART bugs, the CLIC site and other initiatives.
- Provide opportunities for teachers to familiarise themselves with K-6 literacy continuum.
- Utilise classroom helpers to support teaching of specific reading and comprehension strategies. (Focus on reading)
- Use of levelled independent comprehension boxes for students Years 1-6.
- Implement Premier’s Reading Challenge.
- Planned focus in Maths lessons on utilising skills (problem solving) and students explaining processes.
- Introduction of Problem solving checklists.
- Use of Newman’s Analysis process in teaching and evaluation.
- SLST to support targeted students.
- All teachers to use North Coast scope and sequence in Maths programming.

School priority 2

Engagement and attainment

Outcomes for 2012–2014

- Introduce new curriculum resources used to promote learning.
- Increase parental involvement.
- Increase student engagement and opportunities through the use of technology.
• Provide cultural awareness training for staff and promote indigenous cultural learning

2012 Targets to achieve these outcomes include:

• All students will be competent in using a computer for a variety of independent learning activities.

• All students’ parents will meet with class teacher twice per year for information sharing regarding their child.

• All staff will be competent in using Smart Notebook and the connected classroom by the end of 2012.

• All staff will be confident in implementing indigenous cultural learning programs.

Strategies to achieve these targets include:

• Staff to attend training in the new curriculum
• Staff to work closely with COS group to plan implementation of curriculum.
• School to purchase resources to support implementation of new curriculum.
• Use of e-learning to enable more time effective staff training.
• Identify and increase focus on programs to improve performance of all students, moving middle students to the top and low achieving students to the middle by individual programs or suitably grouped activities
• Purchase of/subscription to a variety of online websites (Mathletics/reading eggs/Jozzbeat)
• Regular use of computer programs to enhance other classroom learning and for homework activities.
• Use of connected classroom to access programs in other schools.
• Increased engagement of parents to assist in class programs (reading/maths/music/sport)
• Regular parent workshops (reading/comprehension/math etc)
• Increase use of school website for sharing of community information.
• Participate in school, community, regional, COS, SEG and TPSIG Cultural Training in partnership with AECG and community groups.

School priority 3

Curriculum and Assessment

Outcomes for 2012–2014

• Implement new syllabuses incorporating the National Australian curriculum as per the DEC timeline.
• Provide innovative teaching and regular assessment for learning practices, to support learner diversity
• Improve curriculum delivery and tracking of students’ progress
• Broaden curriculum options for every student through information and communication technologies and communities of schools.

2012 Targets to achieve these outcomes include:

• All staff will be familiar with the National Australian curriculum by the end of 2012, and implications for change.

• All students K-6 will be accurately mapped in all aspects of both literacy and numeracy by the end of 2012.

Strategies to achieve these targets include:

• Training in new curriculum as above
• Support the implementation of the new syllabus through professional learning opportunities at a regional, SEG, COS and school level.
• Provide professional learning focused on assessment for learning and feedback
• Provide support for curriculum sharing practices through school/s including connected learning and VC resources
• Support and provide assessment practices that differentiate the curriculum based on learners needs
• Support the integration of technology to meet the needs of all learners
• Develop an assessment timeline
• Regular benchmarking of all students using PM testing, TENs, SENA assessments.
• All students to be tracked on an electronic “EAS/place value” data wall for Maths.
• Use to be made of the Literacy continuum tracking sheets for each student.
• Update K-2 data on Best Start website each term.
• Students access COS activities as per COS plan.

**About this report**

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

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School Code: 2015

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