Our school at a glance
Glenquarry Public School is a small school situated in the beautiful Southern Highlands. The school has spacious grounds consisting of two classrooms, a front office, staff room, Principal’s office and a large original building (1869) which is used as a library. The school has 22 students and although there were many changes in staffing in Semester 1 of 2013, Semester 2 saw one Acting Principal remain until the end of the year. School priorities include literacy, mathematics, the arts, technology and sporting opportunities. The school has developed excellent relationships with student families, the wider community and the very active and supportive members of the Parent and Citizens Association.

Principal’s message
It has been a pleasure to lead this wonderful school community in Semester 2 of 2013. The community, parents and students are to be congratulated for working together in 2013 with the many changes experienced in Semester 1.

I have been impressed with the achievements made by many of our students in and out of the classroom. Our students have represented the school in sport, spelling, creative arts and music. I would like to thank the P&C for their tireless efforts in fund raising. With their support the school has been able to purchase the first round of iPads for our students.

The students have enjoyed a variety of cultural experiences ranging from playing the recorder at the Sydney Opera House to enjoying the fun of Mozart’s “The Magic Flute” performed by Oz Opera. They also participated in a variety of sports including Hot Shots Tennis, NRL, swimming scheme and cricket. Glenquarry students are always well mannered and polite when out in the community, a positive reflection on the caliber of the students at Glenquarry School.

At the 2013 Presentation Night, it was an honour to welcome the new Principal for 2014 – Mr. Jad Southwell, his wife and family.

I would like to thank everyone for their support during my time at Glenquarry Public School.

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.

Georgina Hamilton

P & C Message
Glenquarry Public School Parents and Citizens Association meet on a monthly basis, although more often towards the end of 2013. During these meetings we discussed and made decisions on how we can best assist the school in the areas of funding, maintenance and extra-curricular activities. The Annual General Meeting is held in March.

The P&C coordinated the Woolworths Earn and Learn Program and the Coles for Sports Program.

Overwhelming support from the wider Community in these programs has enabled the School to order thousands of dollars worth of resources. Parents also worked together to complete the long awaited chook shed. Mr Sherwood provided the chickens and we had an abundance of eggs this year!

While the group is small, the P&C is dedicated in working together and supporting all school events. The P&C organised and provided funds for the Year 6 Farewell. In addition to this, individual P&C members organised school lunch days, BBQ lunches and breakfasts, traveled to sporting events and swim school, excursions and assisted in various classroom and sporting programs during the school year. The P&C assisted the school in participating in a number of community events which helped to raise the school’s profile in the community. Money raised by the P&C was used to purchase the Mathletics program and some iPads for the students.

Dorothy Quick – P&C President
Student representative’s message

2013 was an interesting year at Glenquarry School. We enjoyed a variety of learning experiences including our excursion to the Sydney Opera House to perform in the Festival of Instrumental Music (playing the recorder) and visiting the Sydney Aquarium and the Sydney Wildlife Park. We participated in many sporting activities in Term 4 including in the Hot Shots Tennis, the NRL clinics and the School Swimming Scheme.

Our main teachers for 2013 were Mrs Hamilton and Miss Smith. Our school Captain was Taryn Rowe and the school leaders were Byron Quick and Lexie Palmer. Byron and Lexie gave an emotional farewell at Taryn’s farewell dinner, an event the whole school attended. We ended our year with Presentation Night at Glenquarry Hall where we celebrated our achievements.

Taryn Rowe, Byron Quick and Lexie Palmer
Year 6 leaders 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>13</td>
<td>15</td>
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<tr>
<td>Female</td>
<td>30</td>
<td>27</td>
<td>26</td>
<td>21</td>
<td>21</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.9</td>
<td>96.8</td>
<td>91.5</td>
<td>92.2</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>96.2</td>
<td>95.2</td>
<td>95.2</td>
<td>90.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.7</td>
<td>95.2</td>
<td>96.1</td>
<td>84.0</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.3</td>
<td>94.7</td>
<td>96.0</td>
<td>96.0</td>
<td>96.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.0</td>
<td>94.1</td>
<td>89.6</td>
<td>96.0</td>
<td>91.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.8</td>
<td>94.8</td>
<td>92.4</td>
<td>na</td>
<td>98.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.7</td>
<td>98.1</td>
<td>96.3</td>
<td>89.7</td>
<td>85.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.6</td>
<td>94.8</td>
<td>95.6</td>
<td>94.0</td>
<td>91.2</td>
<td>95.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

Non-attendance is managed in line with standard Department of Education and Community Policy.

Class sizes

The following table shows class sizes as reported in March 2013.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>22</td>
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<td>22</td>
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<td>6</td>
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<td>22</td>
</tr>
<tr>
<td>K</td>
<td>5</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.546</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary General Assistant District</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>2.668</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no indigenous teachers or support staff at Glenquarry Public School.
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>50</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>21934.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>49101.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>9752.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2820.10</td>
</tr>
<tr>
<td>Interest</td>
<td>813.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>99.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>84521.77</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning                  |            |
| Key learning areas                   | 13669.92   |
| Excursions                            | 434.00     |
| Extracurricular dissections           | 6296.85    |
| Library                                | 1256.38    |
| Training & development                | 3291.58    |
| Tied funds                            | 9895.64    |
| Casual relief teachers                | 2939.09    |
| Administration & office               | 21881.44   |
| School-operated canteen               | 0.00       |
| Utilities                             | 7985.68    |
| Maintenance                           | 2662.66    |
| Trust accounts                        | 99.00      |
| Capital programs                      | 0.00       |
| Total expenditure                     | 70412.24   |

Balance carried forward                14109.53

School performance 2013
Glenquarry students participated in a varied program of learning across 2013.

Achievements

Arts
Creative Arts remains an important focus for Glenquarry Public School. The children have participated in numerous arts experiences and activities:

- Attendance of the SHYAC performance of ‘Honk’. One of our students performed in the show.

- At the end of the year School Presentation Night the whole school performed a dance routine produced by Emily Hamilton (one of our dedicated parents). Years 3-6 students also performed a recorder recital of Christmas songs.

- Years 3-6 participated in the Festival of Instrumental Music at the Sydney Opera House playing the recorder.

- Students watched the Oz Opera performance of ‘The Magic Flute’ thanks to the generosity of the ADFAS.

- Students have provided a variety of performances in School Assemblies including singing, playing the recorder, performing short plays and presenting art work.

- Visiting performances by the Mittagong Public School Band.

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.
**Sport**

This year Glenquarry students have participated in a variety of sporting experiences.

- K-6 swimming carnival at Bundanoon.
- Attendance at the Bong Bong swimming carnivals.
- Cross Country and Ball games at Berrima.
- Attendance at the Wingecarribee and regional Athletics Carnivals.
- The Hot Shots Tennis Clinic.
- Special Swimming scheme K-6.
- NRL coaching clinic.

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 (COS), we endeavor 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. Some other special initiatives have included:

- A visit by Happy Harold and the Life Education Van.
- Excursion to the Sydney Aquarium and the Sydney Wildlife Zoo.

**Academic achievements**

Glenquarry students have participated in a variety of academic activities. These have included:

- Gifted and Talented enrichment days at Bowral Public School.
- Participation in the UNSW ICAS tests.
- One student participated one day a week in the Academically Gifted Class operated by the Bowral Community of Schools.
- Participation in the Premier’s Reading Challenge.
- Participation in the Premier’s Spelling Bee.

**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 reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete NAPLAN testing for individual school percentage in band, three year school average, and average growth information to be publicly reported.

At Glenquarry School there were three students in Year 3 and two students in Year 5 that sat the NAPLAN test in 2013. Therefore results cannot be advised in this report. Parents have been advised of their child’s achievements.

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

In 2013, three students sat the Literacy NAPLAN in Year 3. Results cannot be reported.

**NAPLAN Year 3 - Numeracy**

In 2013, three students sat the Numeracy NAPLAN in Year 3. Results cannot be reported.

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

In 2013, two students sat the Literacy NAPLAN in Year 5. Results cannot be reported.
NAPLAN Year 5 - Numeracy

In 2013, two students sat the Numeracy NAPLAN in Year 5. Results cannot be reported.

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.

Significant programs and initiatives

Aboriginal education

There are no indigenous students or staff at Glenquarry Public School.
The focus has been on the education of all students in learning about the Aboriginal culture and its history.
Aboriginal history/culture was included as one of our HSIE units of work. A member of the local Aboriginal community visited Glenquarry Public School and shared about Aboriginal culture and answered student’s questions.
In Semester 2, the Principal attended the ‘8 Aboriginal Ways of Learning’ Course at Moss Vale High. ‘8 Aboriginal Ways of Learning’ is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.

Multicultural education

The school recognizes 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:

- Developed an understanding of diverse cultural systems in other countries. Different cultural practices are discussed as part of a study on world events.
- Participated in a range of activities based around the Sochi Winter Olympics in Russia. This gave students an opportunity to learn about and appreciate a variety of other cultures.

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:

- Evaluations are gathered through assessments (e.g. NAPLAN), observations, data and standard testing.

School planning 2012—2014: progress in 2013

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

- Improve student ability in problem solving in Numeracy.
- Improve student ability in comprehension skills in reading.
- Develop consistent teacher practices across the school in reading and maths.
- Improved Curriculum delivery and tracking of student progress in literacy and numeracy.

Evidence of progress towards outcomes in 2013:

- Parents were given Professional Training in MultiLit in 2013, in preparation for 2014 start.
- Parents were involved in listening to students read across the school in Semester 2 (incorporating comprehension).
- Teachers meet regularly to ensure consistent teacher practices across the school in reading and Maths.
• All teachers used use North Coast Scope and Sequence in Maths Programming to ensure consistency.

• Many opportunities for Professional training.

Strategies to achieve these outcomes in 2014

• Continue to access Professional Learning Best Start and TENs program.

• Continue to provide regular opportunities for teacher professional learning through MyPL@DET and other initiatives.

• Provide ongoing opportunities for teachers to plan and program together using the K-6 Literacy continuum.

• Continued subscription to a variety of online websites Mathletics / Reading Eggs.

• Continue to implement the Premier’s Reading Challenge.

• Planned focus in maths lessons on utilising skills for problem solving.

• All teachers to use North Coast Scope and Sequence in Maths Programming

• Continue to provide training and engage parents in helping in MultiLit and reading program.

• Increase student engagement and opportunities through the use of technology.

• Provide cultural awareness training for staff and promote indigenous cultural learning.

Evidence of progress towards outcomes in 2013:

• All staff regularly accessed professional learning through MyPL@DET and VC (Connected Classroom).

• Staff have begun to implement indigenous cultural learning programs in the classroom.

• A visit from a local Aboriginal community member which resulted in a deeper indigenous cultural awareness for all students.

• Principal attended Aboriginal 8 Ways Learning seminar.

• Parents were in involved in listening to students read across the school in Semester 2 (incorporating comprehension) and involved in Professional Learning for MultiLit.

Strategies to achieve these outcomes in 2014:

• Staff to continue to work closely with COS group to plan implementation of new curriculum

• School to purchase more resources to support implementation of new curriculum.

• 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.

• Continued subscription to a variety of online websites (Mathletics / Reading Eggs).

• Regular use of computer programs to enhance other classroom learning and for homework activities.

• Use of connected classroom to access programs in other schools.

School priority 2

Engagement and Attainment

Outcomes from 2012–2014

• Introduce new curriculum resources used to promote learning.

• Increase parental involvement.
• Continued engagement of parents to assist in class programs, including reading/maths/music/sport.
• Regular parent workshops.
• Increase use of school website for sharing of community information.
• Participate in school, community, regional, COS, Training in partnership with AECG and community groups.

School priority 3

Curriculum and Assessment

Outcomes from 2012–2014

• Implement new syllabuses incorporating the Australian curriculum as per DEC timeline.
• Provide innovative teaching and regular assessment for learning practices to support learner diversity.
• Improved curriculum delivery and tracking of student progress.
• Broaden curriculum options for every student through information and communication technologies and COS, regular use of VC, IWB and connected classroom packages.

Evidence of progress towards outcomes in 2013:

• Teachers participated in professional learning through MyPL@DET and other initiatives.
• Teachers participated with other schools in planning and programming sessions.

Strategies to achieve these outcomes in 2014:

• Ongoing training in the new curriculum.
• Support the implementation of the new syllabus through Professional Learning opportunities at regional, COS and school level.
• Continue to provide Professional Learning focused on assessment for learning and feedback.
• Provide support for curriculum sharing practices through connected learning and VC recourse.

• Continue to support the integration of technology to meet the needs of all learners.
• Regular benchmarking of all students.
• Update K-2 data on Best Start.

Professional learning

The classroom teacher participated in the following Professional Learning programs:

Learning in an iPad Classroom: Apple Education
Prelist: Macquarie University, NSW

Mimili: Macquarie University, NSW

Inclusion for Learners with speech language and communication needs:

Online Training Australia

Disability Standards for Education: NSW DEC

Tony Attwood’s Understanding Autism Spectrum Disorders Workshop

ACE Arts Camp for Educators: Sydney Opera House

ISER 7 Habits of Highly Effective People

Your School and the New Syllabus – English

Best Start Targeted Early Numeracy (TEN) Intervention Program

Best Start Assessment Training

Speech Difficulties in the Early Years: NSW Health
The Principal, classroom teacher and the SAM participated in training for the eT4L Server and No Gap No Excuse Module Two.

The Principal attended COS Meeting as well as the ‘Aboriginal 8 Ways of Learning’ and a conference with researcher and educator Yong Zhao the as the guest speaker.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- The majority of the parents are happy with all aspects of the school both from an educational perspective and a social one.
- Although all students and staff felt the uncertainty of the changes to staffing in Semester 1, Semester 2 saw a more settled environment with the same two teaching staff remaining in place until the end of 2013.
- Parents have expressed their satisfaction with all aspects of learning with a strong focus on literacy and numeracy. They have also appreciated the progress some students have made with their reading skills in Semester 2.
- In general students are happy to come to school and enjoy the smaller numbers and family/community involvement. Students wrote their responses about what they enjoyed most about Glenquarry School. Responses included ‘I enjoy homework’ and ‘I like cooking on Fridays’ and ‘I loved the excursion to the Sydney Aquarium and Wildlife Zoo’.
- All staff expressed their satisfaction in Semester 2 with all aspects of the school.
- All staff had an active involvement in planning and decision making.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Georgina Hamilton – Acting Principal
Genevieve Smith – Classroom Teacher
Denise Neil – School Administrative Manager
Dorothy Quick – P&C

School contact information

Glenquarry Public School
Tourist Road, Glenquarry
Ph: 02 4887 1205
Fax: 02 4887 1353
Email: glenquarry-p.school.nsw.edu.au
Web: www.glenquarry-p.school.nsw.edu.au
School Code: 2015

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: