School context

Glenroy Public School is a school for all. We work hard to keep abreast of educational changes, new and innovative programs and consider ourselves to be a friendly and supportive school. We always act in the best interests of each and every child. Our school motto: Teaching. Learning. Growing Together, is a true indication of how we operate and reflects our core business of ensuring our students reach their potential through ongoing support and care.

Our class structures for 2014 will continue to be innovative and targeted towards improving outcomes for each and every individual child. We have formed classroom communities with Years 3-6 students, building on the community structures and programs we have implemented over the past six years. We are currently proceeding through a monitoring process that will reflect the views of all stakeholders.

Principal’s message

The Highlights of 2013 include:

- a steady increase in enrolments
- continuation of our very successful transition programs, both prior to school and Year 6 to James Fallon High School
- Consolidation of our participation in the Northern Spirit Learning Community
- Interest Groups
- Our highly successful school concert
- The large number of volunteers working with our students from Kindergarten to Year 6
- Cultural Days such as - NAIDOC Day, Harmony Day and Tiny Treasures family breakfast.
- Personal Development Programs: Peer Support, Live Life Well Program, After School Sport and Breakfast Club.

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.

John Dent

P & C and/or School Council message

2013 has seen a transition in the P&C. We lost our devoted President (Kylie) last year and with a new committee, we suffered from a transition period over the year.

That being said, the P&C have achieved a great deal over the past twelve months.

The fundraising effort is nothing short of extraordinary. The job that Nicole Owens has done on her own is mind blowing and can be shown now that we have to replace her with a committee of, no less than, five people.

Through Nicole’s efforts, we have managed to raise close to $10,000 over the past twelve months.

The P&C has contributed to the upkeep of the school and this year has ensured that each class now has a smartboard installed, greatly aiding the teachers in their ability to deliver lessons.

Also, it was decided to dip into accumulated funds this year to convert the old hall into a dedicated cooking/learning area. We look forward to seeing how this looks next year.

As always the canteen does a great job. We thank Shannon Rodgers-Baz and Deb Beacroft (who we welcomed through the year). Thanks ladies for your tireless work. We would also like to thank the volunteers who help out in the canteen throughout the year (as well as the Year 6 students).

Remember, the P&C is each and every parent’s way of being involved in the life of the school. We join with the staff in trying to achieve a community and it only works when we’re all putting in together.

I invite you to come along to a meeting at least once next year and get a taste of what the P&C is about.

Sean Farrar

P and C President

Student representative’s message

In 2013 our Student Representative Council consisted of eight Year 6 students. These were voted in by the school population through a democratic voting system. We continued with the existing structure of President (Harry Penny), Secretary (Savannah Pantling), Treasurer (Czarina
Rodgers - Baz), and five student councillors (Zoe Nelson, Rose Foulston, Destiny Maclean Boyer, Keisha Bennett and Deacon Jackson).

Our priorities for 2013 were:

- To meet regularly to discuss issues and develop wish lists to benefit the school.
- To raise money for Glenroy Public School through organised activities.
- To help and support students at Glenroy Public School through being a role-model and developing leadership skills.

Every 2 weeks, the SRC held meetings with Mr Hall to track our progress for the year. We discussed fundraising activities and our roles and responsibilities.

Our fundraising activities were a lot of fun, especially the mini mart, discos and mufti days. We held a disco for the infants in Term 4 where we assisted in marketing and organising the event. Our mufti days were always colourful and exciting. Our major fundraiser for the year was of course our mini mart. We cannot think of a person who does not remember the Mini Mart held at Glenroy Public School; it is a highlight of the year. We thank all those parents and friends that donated items and lollies for us to sell or give out as prizes. We thank the Year 6 students who worked tirelessly on marketing posters and hosting the stalls. With this kind support we managed to raise a total of $600 for the year.

On November 11th Harry, Savannah and Czarina went down to Central Albury with Mr Arnott to represent our school for Remembrance Day while the rest of the SRC held a ceremony at school. While we were laying the wreath our photo was taken and put on the front page of the Border Mail. We also attended a ceremony for Anzac Day and walked in the Anzac Day parade.

With the money raised this year we have purchased a lock up shed to store scooters and bikes. We hope this will assist the staff and students at Glenroy Public School and act as a reminder to follow expectations with pride as we have done for many years.

We are very proud of our achievements and we couldn’t have done it without the help of the dedicated teachers, students, P & C and the donations from the local community.

Harry Penny (President), Savannah Pantling (Secretary), Czarina Rodgers- Baz (Treasurer).

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>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Total</td>
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<td>93.3</td>
<td>93.1</td>
<td>92.7</td>
<td>91.8</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Total</td>
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<td>93.8</td>
<td>93.5</td>
<td>93.5</td>
<td>94.1</td>
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<table>
<thead>
<tr>
<th>State DEC</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>
Management of non-attendance

Glenroy Public School has a small number of transient students. These students often have sporadic attendance patterns. They contribute significantly to the total number of days absent. The balance of students have regular attendance patterns. We attribute overall gains in attendance for the majority of students to the implementation of Celebrating Attendance, a Department of Education and Training initiative.

Workforce information

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

Glenroy Public School is fortunate to have the staff we have, our staff members have diverse experiences which complements the diverse nature of our enrolments.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>12.2</td>
</tr>
</tbody>
</table>

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

We have one Aboriginal staff member, Mrs Patricia Stewart, who works as a Learning Support Officer.

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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>100989.50</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>359069.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>46874.05</td>
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<tr>
<td>Interest</td>
<td>4874.35</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>633984.73</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 43689.00   |
| Excursions                 | 11205.27   |
| Extracurricular dissections| 18273.74   |
| Library                    | 2845.68    |
| Training & development     | 1255.55    |
| Tied funds                 | 261081.12  |
| Casual relief teachers     | 38182.06   |
| Administration & office    | 26415.80   |
| School-operated canteen    | 0.00       |
| Utilities                  | 58873.53   |
| Maintenance                | 9114.62    |
| Trust accounts             | 4579.91    |
| Capital programs           | 16940      |
| Total expenditure          | 492456.28  |

| Balance carried forward    | 141528.45  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P and C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Arts

- Students displayed their art work at Lavington Centro during Education Week and our skipping troupe performed in front of the local community.
Two of our students were selected to be part of the James Fallon High School Junior Dance Ensemble.

K-6 Classes presented outstanding song, dance and drama performances at their formal assemblies. These assemblies were well supported by the School Community.

What a wonderful night was had by all on Tuesday 17/9/2013 at our school concert Currawong Creek. The school concert has been the focus of the staff, students and helpers for three terms. It is wonderful when such hard work and practice culminates in such a marvelous performance.

'Scurrawong Creek' September 2013

Mrs Cartledge has been coordinating all aspects of the concert and has been ably assisted by school staff, particularly Sharyn Junck. Thank you also goes to the hard working P & C members. We are fortunate to have such a hard working school community. Congratulations to the students who made the concert such a success.

Northern Spirit Learning Community Concert in August: Skipping Troupe

Sport

We had a busy and most successful year sport wise.

The year started off with our swimming carnival held for the first time at the North Albury pool. The venue proved most adequate and our shade shelters were put to good use. We were competitive at the district level but no students qualified for the next level of competition.

Hotshot’s tennis was introduced to the school this year. We were lucky to receive nets, racquets, balls and program guides. The children were registered into the program and received t-shirts. The equipment was put to good use throughout the school and the skills of students have improved markedly.

The Athletics and Cross Country carnivals were a success and we had many students progress to District and Zone levels. Glenroy was first on handicap points at both District carnivals- our best result for years.

After-School-Sport was held each term. We had visiting coaches taking dance, yoga, basketball and cricket. This program will continue from term two in 2014.

We had students represent Albury in AFL, Basketball, Netball and Hockey. The trial period for Albury teams is always very busy at the start of the year.

PSSA winter and summer competitions were popular and enabled our students to compete against other schools in a team environment. Our new sports tops were worn with pride.

The senior students competed in T-20 cricket and the Paul Kelly Cup competitions and performed very well. The student’s behaviour at all of these events was exemplary.

The swim school was well supported with 58 students attending over the two weeks. This is a great program that teaches students the only sport that could save their lives.

Thank you to everyone for supporting and participating in our sporting ventures this year.
Academic achievements

NAPLAN

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

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

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

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

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

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

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

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

<table>
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<td>84.2</td>
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<tr>
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<td>State DEC</td>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>SSG</td>
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<td>95.4</td>
<td>84.9</td>
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### Average progress in Grammar & Punctuation between Year 3 and 5*

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</tr>
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<tbody>
<tr>
<td>School</td>
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<td>75.3</td>
<td>74.1</td>
<td>161.2</td>
</tr>
<tr>
<td>SSG</td>
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<td>73.9</td>
<td>84.2</td>
</tr>
<tr>
<td>State DEC</td>
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<td>82.7</td>
<td>81.3</td>
<td>79.4</td>
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</table>

### Average progress in Spelling between Year 3 and 5*

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<td>School</td>
<td>87.2</td>
<td>75.3</td>
<td>74.1</td>
<td>161.2</td>
</tr>
<tr>
<td>SSG</td>
<td>89.2</td>
<td>80.2</td>
<td>73.9</td>
<td>84.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
<td>81.3</td>
<td>79.4</td>
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</table>

### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<p>| | | | | |</p>
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<tr>
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<tbody>
<tr>
<td>Reading</td>
<td>91.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>95.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>91.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.7</td>
<td></td>
<td></td>
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</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | | | | |</p>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>69.6</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>82.6</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.0</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.8</td>
<td></td>
<td></td>
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</tr>
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</table>
### Significant programs and initiatives

**Respect and responsibility**

The Student Welfare Committee has continued to undertake an evaluation process in 2012 and 2013 to consolidate the school Welfare Policy. The focus was one of positive rewards for students who displayed respect and responsibility. Students are encouraged to contribute to fundraising activities conducted at school, both as organisers and purchasers/participants.

**Aboriginal Programs**

NAIDOC celebrations featured strongly in student and staff Indigenous Cultural Learning. An Aboriginal elder opened the celebrations and welcomed us to Wiradjuri Country. A didgeridoo maker displayed his work and a didgeridoo player performed.

A variety of Aboriginal Cultural activities were undertaken. The students were placed in their Peer Support Groups and progressed through a series of activities. Students were able to experience traditional cooking, games, craft, art, music and beading. This was our way of helping all members of the School Community learn about Aboriginal culture and history. The involvement of the local community in the development and delivery of this learning was a significant feature.

Throughout the year we host Aboriginal morning teas to acknowledge and promote our school. Mrs Nancy Rooke, a Wiradjuri Elder is a regular attendee and emphasises to the children the importance of education as the basis for a fulfilling life.

Mrs Conibear and Mr Dent attended the opening of the new Koori Kindermanna facility on 10/5/2013. This was a very proud moment for our school community; we have had a long and fruitful association with Koori Kindermanna. The new facility is *state of the art* and will certainly engage Aboriginal preschoolers and their parents. The buildings and grounds are marvelous.

**Fun on NAIDOC Day**

**Multicultural education**

The Principal of Glenroy Public School is a trained Anti-Racism Contact and is a member of the Riverina Equity Committee and the Principal Representative on the Primary Principals’ Association State Equity Reference Group. Harmony Day is celebrated around Australia on 21st March each year. Students engaged in a variety of multi-cultural activities on the day such as making a Harmony Day Banner, making African masks, outdoor activities and face painting.

**The Carevan Sunsmiles Program**

Glenroy Public School is very proud to be the first *Sun Smiles School* in New South Wales. The program involved a partnership between the Rotary Club of Albury, Charles Sturt University Dental Students and Glenroy Public School.

The whole school took part in the Sun Smiles program, learning about oral health with fun, hands-on classroom activities. All parents were offered the opportunity for their children to have a free dental screening and fluoride varnish at school every six months.

The Carevan visited our school and provided tooth friendly foods for students to eat. This program will be continuing in 2014.
Interest Groups
Students participated in Interest Groups for one afternoon per week in term four. Students were able to select an interest they would like to pursue and were tutored through this by teachers, parents, professionals and community members. The wide range of interests included: drama, scrapbooking, card making, Japanese culture, vegetable gardening, dance classes, cooking, knitting, art, guitar, photography, electronics, science and outdoor games. The program was incredibly successful and will be conducted again in 2014.

Creative Catchment Program
In 2010 the Murray–Darling Association and Burrumbuttock School initiated the Clever Catchment Kids Program. The focus of the program is on natural resource management and developing creative and authentic learning. The program is collaborative and gives students and teachers an opportunity to design creative catchment and environmental programs in schools.

Glenroy Public School had four students and Mr Arnott produce a book on a local scientist, Mr David Thurley. Mr Thurley has been linked to our school for many years, conducting science lessons with students and staff. The production of the book was an intense and enjoyable exercise for all concerned.

Tiny Treasures pre-to-school transition program
The Tiny Treasures Program is play-based, aiming to provide interesting, educational and enjoyable experiences for the child. The program occurs within a disciplined learning environment so that children develop academically, physically, socially and creatively. Each child will be encouraged to develop a readiness for skills associated with writing, reading and mathematics.

The program aims to give the child opportunities to interact with school children, kindergarten class teachers and the executive staff of the school.

The benefits of transition for the children from the Tiny Treasures Program to the kindergarten class are:

- a sensitive, smooth transition into school for all students
- familiarity and security with surroundings
- sense of belonging
- prior knowledge of school
- play and planned curriculum to meet each child’s developmental needs
- early detection of children with learning difficulties, as well as, the early identification of children with special needs.

The Family Breakfast held on the morning of the last Tiny Treasures session proved a success, with new families meeting staff and students.

Transition-Year 6 to Year 7
Glenroy Public School is a member school of the Northern Spirit Learning Community. The Northern Spirit Learning Community has grown out of the Extra Links transition group that was formed in 2004 as a partnership between James Fallon High School, Albury North Public School, Glenroy Public School, Hume Public School, Thurogoona Public School, Mullengandra Public School and Table Top Public School.

The Northern Spirit schools have developed numerous cross-school programs focusing on student primary-high school transition, multicultural awareness and student leadership.

These include:

- Enrichment program (an extension of the Gifted and Talented program)
- Leadership program, including a leadership day organised by Glenroy Public School
- Mentoring program
- Interest Activities Days
- Micro-story Competitions
Aboriginal Education Support Program
Enhancement student days
Joint Education Week concert at Lavington Square shopping Centre
Professional development opportunities for Staff
Northern Spirit Performances.

Transitional Equity Funding
Transitional Equity was used to provide an additional Teacher and a Learning Support Officer. Professional development opportunities for our teachers, as well as the purchase of significant resources to support student programs and initiatives.

National partnerships and significant Commonwealth initiatives (participating schools only)

- Whole school approach initiated for targeting and tracking students specifically in reading text and comprehension;
- Targeted students benchmarked on the literacy continuum and digitally recorded on SENTRAL as a whole school tracking system;
- Trained three staff in Focus on Reading who then mentored other staff improving the quality of teaching practices and student outcomes; and
- School Plan revised to incorporate National Partnership focus areas and the evaluation of programs to improve English literacy instigated.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- Surveys to stakeholders
- Teacher investigations

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Improve student achievement in literacy levels in the areas of spelling, grammar and comprehension.

Evidence of progress towards outcomes in 2013:

- 46% of Year 3 students and 74% of Year 5 students achieved in the top 3 bands in NAPLAN.
- Detailed analysis of NAPLAN and Best Start data to inform teaching and learning needs;
- Consistent tracking of students on the Literacy Continuum and referrals activated;
- Introduction to the new NSW English Syllabus for the Australian Curriculum;
- Stage meetings focused on classroom practice and embedding new strategies using Coaching for Success skills; and
- Reading for Life implemented and parents also informed at other information sessions.

Strategies to achieve these outcomes in 2014

- Continued analysis of NAPLAN Reading data based on students’ results against syllabus outcomes with a specific focus on writing, spelling and comprehension teaching strategies;
- Implementation of the new NSW English Syllabus for the Australian Curriculum through consistent planning, programming and ongoing professional learning opportunities;
- Using Best Start Early Learning Plans analysis to inform individual student needs in Kindergarten;
- School Support Team facilitating Individual Learning Plans and effective timetabling of SLSO and STLA to support student learning needs, both high and low.
• Active tracking of students’ growth using the Literacy Continuum and linking this explicit data to student assessment and reporting;
• Weekly Stage Meetings focusing on embedding strategies to improve classroom practice and develop Coaching for Success skills for all staff;
• Teachers with expertise in AL, L3 and Focus on Reading mentoring colleagues;
• Implementing a formalised volunteer reading program Reading for Life;
• Parent information sessions and individual parent interviews regarding aspects of literacy and ways to support students at home; and
• Generate a ‘work smarter’ love of learning approach developing the self-confidence, creativity, ownership of learning and independence of students.

School priority 2
Numeracy
Outcomes from 2012–2014
Improve student achievement in numeracy through numeracy focused groups.

Evidence of progress towards outcomes in 2013:
• 41% of Year 3 students and 45 % of Year 5 students achieved in the top 3 bands in NAPLAN.
• Targeted support for individual learning needs based on analysis of NAPLAN data and Stage Maths groups;
• K-2 students needs informed by Best Start, Best Start, SENA and CMIT data;
• All students’ progress tracked on the Numeracy Continuum and linked to assessment and reporting;
• Focused stage meetings to support the implementation of new teaching strategies.

Strategies to achieve these outcomes in 2014:
• Analysis of NAPLAN Numeracy data based on school results with a specific focus on Numeration, Working Mathematically and Measurement in both stage and home class Maths groups;
• Use Best Start, SENA and CMIT analysis to inform individual K – 2 learning needs;
• Tracking student progress on the Numeracy Continuum linking to assessment and reporting;
• Weekly Stage Meetings to evaluate teaching methods, student work samples and resources incorporating Coaching for Success strategies; and
• School Support Team facilitating Individual Learning Plans and effective timetabling of SLSO and STLA to support student learning needs, both high and low.

School priority 3
Technology
Outcomes from 2012–2014
Technology integrated into all teaching and learning programs

Evidence of progress towards outcomes in 2013:
All students have access to current technologies and appropriate educational software, improve keyboarding skills and are cybersafe aware.

• Updated school technology plan in line current DEC policies and the School Plan;
• Analysis of Computer Lab use incorporating K-2 classes and Years 3-6 weekly class rotations;
• Extension of computer lab for student access and whole class lessons with a designated teacher; and
• IWBs and iPads consistently used and shared with colleagues by staff with expertise.

Strategies to achieve these outcomes in 2014:
• Ongoing evaluation and updating of hardware including new IWBs and software resources;
• Expanding staff knowledge and use of SENTRAL as a whole school tracking system;
Increasing educational resources for computers including digital cameras;
- Participation in various IT challenges (e.g. Robo competition);
- Implementation and updating of the School Phone App;
- Continuation of Cybersafety program for all students and provision of information to parents through the newsletter and face to face sessions;
- Increasing competencies, skills and use of Multi-modal texts across all key learning areas; and
- Utilisation of Buddy Class support during K-2 technology lessons.

School priority 4
Respect and Responsibility

Outcomes from 2012–2014
Build respect and responsibility through building tolerance, resilience and self-management skills in students.
- Building creativity, independence and initiative in students.
- Building positive values and attitudes towards others.

Evidence of progress towards outcomes in 2013:
- Updated school newsletter, webpage and introduction of the school app has effectively widened community involvement;
- Sports, Peer Support, Skipping Troupe and Choir opportunities built students’ resilience, tolerance, initiative and skills;
- Positive playground vigilance and the inclusion of smart games, computer lab, games room activities and caring of the school chooks during lunchtimes;
- Successful special events including Harmony Day, NAIDOC Week and Student Leadership days;
- Re-evaluating and modifying the school Welfare Policy and Behaviour Expectations to reflect the changing needs of students; and
- Interest groups inviting community experts in engineering, science, dance and photography.

Strategies to achieve these outcomes in 2014:
- Ongoing communication updates to increase and sustain partnerships with parents and the community;
- Focus on higher levels of student engagement, collaborative inquiry developing thinking, risk taking and innovative skills;
- General student leadership opportunities in sports and Buddy Class programs;
- Specific student leadership opportunities such as SRC, Peer Support training, Leadership Breakfast and NSLC leadership days;
- Continued focus on positive play, smart games, interest groups and games room activities during lunchtimes;
- Special event days such as Harmony Day and NAIDOC Day; and
- Northern Spirit Learning Community (NSLC) of Schools promoted across schools and the Transition Program contacts extended.

Our success will be measured by:
Surveying parents as to the effectiveness of our communication systems.

Students displaying behaviours that exhibit respect and responsibility both in and out of the classroom.

Professional learning

Regional /School based courses included:
- Transition training days
- Regional Network Meetings
- Curriculum Planning and Programming Assessing and Reporting to parents
- Best Start training days
- Creative Catchment Kids Program
- Sunsmiles Program
• Stopping Your Chook having a Sook Program
• Beginning Teacher Conference
• Assistant Principal Network meetings
• Assistant Principal Conference
• Language, Learning and Literacy
• Behaviour Programs
• Autism and Speech workshops.

State based courses:
• Attendance at State Primary Principal Meetings
• Best Start
• Live Life Well
• Focus On Reading
• Occupational Health and Safety Training
• Coaching for Success.

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.

This action research project was conducted with the aim of addressing the problem of declining parental communication and involvement at Glenroy Public School in Albury, New South Wales. This primary school, which caters for students from Kindergarten to Year 6, works hard to keep abreast of educational changes and new innovative programs conducted in a friendly and supportive school environment. The school motto: *Teaching. Learning. Growing Together*, is a true indicator of their core values of ensuring that each of their students reaches their potential through ongoing support and care.

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 to curriculum. In 2011 the school carried out an evaluation of the school communications. A total of 42 surveys from all classes (K-6) were returned by parents, representing 37% of school families.

In 2011 the school changed its traditional class structures and formed four innovative multi-age classroom communities with students of Years 3, 4, 5 and 6 in one class. Last year (2012) the school sought the opinion of parents, students and teachers about this new structure of primary community clusters. Twenty families (17.5% of school families) responded to the survey.

This year Glenroy Public School has 114 school families enrolled at the school when the parent surveys were conducted and 75% (86/114) submitted completed surveys.

FINDINGS

PARENTS/CARERS RESPONSES
• 97% of parents feel welcome at Glenroy Public School.
• 96% of surveyed parents believed staff see parents as important partners and value their role in the education process.
• 98% of parents stated that school staff are friendly, approachable and listen to their concerns.

88% of parents receive helpful information regarding their child’s/children’s progress and achievement levels.

87% of those surveyed have been informed promptly if their child has/children have a problem.
• 94% of parents were satisfied with the information included in the school newsletter.
• 94% of parents, who had concerns, knew who to talk to at Glenroy Public School.
• 92% of parents felt comfortable discussing concerns with Mr John Dent, the principal.
• 84% of parents stated that students were treated fairly by all teachers and staff, no matter what their race, cultural or family background.
• 88% of staff has high expectations for all students.
• 97% of parents were aware of parental involvement and volunteering opportunities that Glenroy provide for parents.
93% of those surveyed believed it was very important that parents communicate with teachers to support their child/children. Only 66% of parents believed it important that they participate in committees, volunteering opportunities and school events.

**STAFF**
- 100% of staff utilised parents in the classroom to perform a wide range of duties.
- 100% of teachers viewed parent involvement as very beneficial for student learning.

**STUDENTS**
150 student surveys were administered:
- 83% of the students who responded are happy to have parent/adult volunteers in the classroom.
- Further review of the data reveals that 75% of students feel happy about the possibility of a family member volunteering in the classroom.
- 57% of students were confident that adult helpers contributed to their learning while 29% were unsure.

**FINDINGS**

The teachers and parents both recognise the value of parent communication and involvement. All the teachers indicated that parental involvement is essential and beneficial for students, the teacher, the parents and the school. In the parent surveys 99% of parents indicated that it is important for parents to communicate with teachers to support their children and 98% confirmed that it important for parents to be involved in the school and participate in communities, volunteering opportunities and school events.

It is evident from the positive survey results, on parents’ receptivity, that the principal, teachers and staff at this school are very successful in creating a welcoming and inviting climate for parents and students which is encourages parent involvement.

The survey results suggest that the school has various effective communication processes in place.

In reviewing the favourable and positive responses obtained from the parent and teacher surveys in support of the current parent school partnership at Glenroy Public school the issues that need investigating are:
- What is preventing parents from being involved?
- What strategies can the school implement to enhance communication and involvement?
- The parent surveys revealed the greatest barriers preventing parents from being involved at the school are: work commitments (53%), lack of time (31%) and busy with other children (36%). Only 9% of parents were unsure of how to be involved at school. In the resources of the literature review interestingly these areas are also cited as the most common barriers. However, students at Glenroy Public are happy to have parental involvement, contrary to the findings in the literature review.
- A few parents provide the school with constructive criticism and expressed their dissatisfaction with the lack of involvement and feedback they perceive to have experienced with regard to previous surveys the school conducted and the multi-age classroom process.

Parents identified personal contact in the form of phone calls (64%) and written information in the form of notes, newsletters (48%) and emails (35%) as the preferred communication method for the school to contact parents.

Both teachers and parents consider the school smart phone app to be a great idea, with 71% of parents confirming that they would utilise a school app if they had the opportunity. After viewing the survey results in this regard the school has now purchased the *Schoolbag* mobile app to communicate directly with parents and students.

In comparing the recommendations made by teachers and parents for changes for how the school communicates with parents it is...
interesting to note that they have very similar suggestions:

- Communicate involvement opportunities through emails, SMS and newsletter.
- Review and make improvements to the current school website
- An increase in communication and information on volunteering opportunities for involvement
- Both groups identified the value of providing parents with feedback

These results of parental contact in the teacher survey also suggest that activities requiring parents to come to school, such as information sessions (51% attendance) and parent interviews (54% attendance), are difficult to maintain.

The 76% response from parents to this survey shows a positive increase of 58% compared to the 2011 survey on parent evaluation of Year 3/6 class communities. However, the 24% of parents who did not respond to this survey provide evidence of the need for further improvement of communication and involvement processes.

Conclusions

It is very clear that both the teachers and parents agree that parents play a vital role in the education of their children and support this relationship.

Glenroy Public School staff should continue to focus on maintaining an inviting and friendly working relationship with parents, as suggested by positive results and the following parents’ recommendations and comments:

“We are happy at Glenroy Public School. Keep up the great work! Great principal, great teachers, great school”.

“Keep being friendly and welcoming to make parents feel that they want to be involved”.

Parents indicated in the surveys that they were dissatisfied about not receiving results from previous surveys and they would have like to receive feedback regarding the progress being made in the newly established multi-age classrooms.

Teachers should utilise professional development opportunities and strategies, tools, programs, plans, websites and resources.

The staff and teachers need to identify, establish, utilise, and facilitate the most effective two-way communication channels to enhance and support parental involvement with Glenroy school parents.

Finally, enhancing communication and involvement at the school is an ongoing process. Glenroy Public School should consult with their parents and review their parent teacher communication and involvement practices on a regular basis.

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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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: