2010 Annual School Report
Glen William Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Glen William Public School provides a small school atmosphere in a quality learning environment. Glen William Public School is committed to developing students intellectually, physically, socially, culturally and emotionally. Our school endeavours to instil confidence and provide experiences necessary for the children to move into the wider community. Through commitment and professionalism our school aims to provide an education which is challenging and enjoyable thus laying the foundations for lifelong learning.

“Learn to Live, Live to Learn”

Staff
The teachers and administration officers at Glen William Public School are highly regarded professionals who work with parents and the community to offer the best education to our students. The staff display a range of talents and abilities that enable the students to have learning experiences that extend the standard curriculum. All teaching staff meet the professional requirements for teaching in NSW public schools.

In 2010, the school employed three teaching staff, two administration staff, a general assistant and specialist staff in sport, dance and technology.

At Glen William Public School, there are two full time teaching positions including a teaching principal. One of the full time teaching positions has been shared between two staff members, with one working four days a week, and the other one day a week. This staff member also fulfils the roles of Release from Face to Face Teacher, and Teacher/Librarian.

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

Messages

Principal’s message
Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849 and it upholds the title of the longest serving two teacher school in NSW.

Our highly skilled and committed staff are dedicated to delivering a quality teaching environment that offers an incredible array of opportunities to all students. The staff and community take pride in the high level of care given to each and every student. Students are valued as individuals, and are supported in achieving their best results.

Glen William Public School has a very active parent body that is a real strength to the school. The parent body is involved in many school based programs and initiatives. The school highly values the support given by parents in many ways which make it possible for our school to realise its educational goals.

Our wonderful students belong to a school which has a friendly and caring environment and they should be congratulated for the progress and achievements they have made throughout the year.

It is my pleasure to present this report, acknowledging the exemplary achievements of Glen William Public School’s students, staff and parents in 2010.

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.

Naomi Mrljak Principal
P & C message

The P and C have greatly appreciated working with the P and C Association this year. We have been able to build a constitution and by laws to set a good foundation for the future. The P&C are pleased with the number of new members signed on to support the ongoing work we do for the good of the students at Glen William Public School. We look forward to supporting the school in 2011.

Fiona Elloy P & C President

Student representative’s message

As School Captain, I really enjoyed my last year of primary school, growing in confidence and leadership abilities. I have learnt so much from this experience and have been a part of some wonderful opportunities that I will remember for the rest of my life. A highlight of my time as Captain was when we came second in the 2010 Learning Resource Awards presented in Sydney, winning a video camera for the school. I was also very moved to take part in the ANZAC Parade and lay a flower wreath on behalf of the school. I would like to wish all my fellow students success in the years that lie ahead. Thank you for having me as your School Captain for 2010. It is a treasured memory.

Molly Wallace - School Captain

I really enjoyed being Sports Captain at Glen William Public School in 2010. The school offered lots of opportunities and some really fun times. My school years at Glen William helped me to make lots of great friends and prepare for high school. My best memories were of Young Leaders’ Day, ‘trash & treasure’ every year, Jenolan Caves excursion and the year six farewell. I wish the new 2011 school captains all the best.

Callan Sanderson- Sport Captain

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>18</td>
<td>19</td>
<td>20</td>
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</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2010, the school had an average attendance rate of 92.7%.
Management of non-attendance

Parents are contacted by phone where a series of unexplained absences occur. Should attendance not improve, a meeting is scheduled with the parents/caregivers, teacher and principal. Failing these strategies, a reference is made to the Home School Liaison Officer for a formal program to commence. These procedures are documented in detail in the School Attendance Policy.

Class sizes

In March 2003, the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANTS</td>
<td>K</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>INFANTS</td>
<td>1</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

There were two multi-stage classes operating in 2010. Early Stage One and Stage One were grouped in one class of 12 students. Stage Two and Stage three students were grouped in the second multi stage class consisting of 20 students.

Staff information

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

Our staffing organisation for 2010:

Principal: Mrs N Mrljak
Classroom Teacher: Mrs D Gorton
Teacher-Librarian: Mrs M Hanrahan
Administrative Manager: Mrs R Staciwa
Learning Support Officer: Mrs C Reeves
General Assistant: Mr S Frost
Specialist Dance Tutor: Mrs L McQuilliam
Specialist Technology Tutor: Mrs G Manning

Mrs M Hanrahan and Mrs P Mitchell took on the relieving principal role for the second half of 2010 as Mrs N Mrljak was on leave.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian/RFF/Part-Time</td>
<td>0.336</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Learning Support Officer-class support</td>
<td>0.12</td>
</tr>
<tr>
<td>Learning Support Officer-Active After School Activities</td>
<td>0.12</td>
</tr>
<tr>
<td>Computer Co-ordinator</td>
<td>0.12</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At the time of print, Glen William Public School permanently employed one Indigenous staff member.

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>
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<tr>
<td>Postgraduate</td>
<td></td>
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</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>16434.45</td>
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<tr>
<td>Global funds</td>
<td>52167.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>17822.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21562.83</td>
</tr>
<tr>
<td>Interest</td>
<td>1112.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2377.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>111477.59</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>9403.55</td>
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<tr>
<td>Excursions</td>
<td>7831.18</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7777.15</td>
</tr>
<tr>
<td>Library</td>
<td>605.72</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4093.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>15556.62</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7624.42</td>
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<tr>
<td>Administration &amp; office</td>
<td>22859.26</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6715.32</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3078.34</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2481.90</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>88026.98</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>23450.61</td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010
2010 proved another successful year in individual student success and whole school achievements. Whilst literacy and numeracy is always our key focus, the school was also able to deliver many unique learning opportunities throughout our school year.

In 2010, Glen William Public School boasted numerous achievements and programs to be proud of.

Achievements

Arts
Creative and practical arts are a high priority for our school community. In 2010, the school provided a wide variety of Creative and Practical Arts experiences by facilitating a program that combined the employment of specialist staff with the considerable expertise in the local community. The school employed a specialist tutor to conduct a dance/drama program once a week throughout the year.

Glen William Public School ran a junior choir who performed not only a singing choir but also a signing choir at Education Week. The senior students used their classroom studies of the topic “narratives” to write their own mixed up fairy tales to entertain the Education Week audience. The students from Glen William delighted audiences at other local performances including the Clarence Town Christmas Carols and the Glen William Presentation Night.

The students have benefitted immensely from the dance program run by Mrs Lu McQuilliam covering everything from hip hop to bush dancing. The students enjoyed performing their dance routines and have learnt skills, and gained confidence that will benefit them for life.
The infants students were able to let their creative juices flow when they took part in the Gresford Public School Creative Arts Carnival. The students took part in workshops ranging from chocolate and card making, to animation and sculpture. In addition to this, as part of their classroom literacy studies on narratives, the infants children thoroughly enjoyed travelling to the Civic Theatre to watch the play Wombat Stew.

**Sport**

All students from K-6 participate in a wide range of activities designed to promote sporting interests, fitness and an appreciation of a healthy, active lifestyle. Integral to the students’ involvement in sport are skills designed to foster fair play and sportsmanship.

Glen William Public School’s focus on swimming skills and water safety has continued in 2010. All students participated in the free Intensive Swimming Program in Term 4. This program has lead to excellent participation levels from the Glen William Public School students at the Small Schools Swimming Carnival. Furthermore, our School Captain, Molly Wallace was named Senior Girls Champion after swimming in six races and winning every one.

This was Glen William Public School’s final year convening the Small Schools Athletics Carnival. The children had a wonderful day and they all tried hard at their events. Tom Lewis, Blake Sanderson, Liam Shiels, Savannah Sanderson and Beth Flannery went on to represent the school in individual events at the Port Stephens Zone Carnivals.

In 2010, Glen William Public School ran cross country sessions as part of the physical education program. Nine students participated in the Zone Cross Country event held at Lakeside in May. All the students put in a fantastic effort.

The Active After School Activities continued to be a huge success in 2010. The children received free tuition every Tuesday afternoon in Athletics, Touch Football, Archery and Oztag. The students’ enthusiasm and love of physical activity was a great resource when entering the Premiers Sporting Challenge. All students received a gold placement for this program.

The students from Glen William were also treated to two specialist training days with visitors from the Maitland Basketball Association and the McDonald’s Soccer Training Squad. The children learnt how to perform a variety of skills that further enhanced their love of an active lifestyle.

**Other**

Glen William Primary School students combined with Iona Public School on a three day visit to Bathurst, Katoomba and the Jenolan Caves. This excursion tied in with the HSIE unit being taught in Stage 2 and Stage 3 on Gold. Highlights of the trip were visiting the goldfields and panning for gold, visiting Mt Panorama and the car racing museum, bushwalking through the Blue Mountains and a night tour of Jenolan Caves.

The local public schools in the Dungog area have formed a group called the Dungog Learning Community. This group works together on a professional level to enhance student learning through continuing professional development and training. This year, Glen William Public School staff participated in workshops to develop their skills in teaching writing. This involved a variety of activities including a visit from a famous author, analysis of assessments of persuasive writing using the NAPLAN criteria and using best practice strategies to develop explicit teaching strategies to address areas of weakness across the local management group to improve growth in writing narratives and persuasive texts.
Technology and Connected Learning.

Glen William Public School was thrilled to have a connected classroom installed this year allowing the staff and students to use the latest technology to bring the outside world into our everyday classrooms. Staff received professional development to ensure they had the skills and understandings to make the best use of the new technology. Parents were able to view the new technology at work during Education Week when they crossed live to Millers Forest Public School. The school participated in virtual excursions including a visit with Jeannie Baker, Christmas Science, and a Newcastle Wetlands video conference.

Mrs Gillian Manning took a group of senior students to the Sydney Learning Resource Awards at the Powerhouse Museum. There they used creative skills to develop a learning resource about simple machines. The students did extremely well coming third place, winning a flip video camera for the school. This reflects the high standard of Glen William Public School’s technology program which has continued to be a priority for the school over the last 12 months. The primary students also participated in the Small Schools Drug Education Moodle run by Newcastle DET. They completed a range of online projects including an animation to encourage other children not to take drugs.

Debating

In 2010, the students in years 3, 4, 5 and 6 participated in the Small School’s Debating Competition. The debating teams worked closely with Mrs Mrjak to deliver persuasive speeches on a variety of interesting topics. Throughout the program, the students’ skills quickly developed and they were able to deliver an array of strong arguments in a confident manner, seeing Glen William Public School becoming the runners up to Gresford Public School in our pool of the competition.

National Competitions

Stage 3 students took part in the Newcastle Permanent Maths Competition. Harrison Elloy achieved a Distinction and Blake Sanderson a Merit certificate. Students also participated in the University of New South Wales competitions where Harrison Elloy attained a Credit in the science examination.

Education Week

Glen William Public School celebrated Education Week by inviting parents and community members into the school for a special assembly. After the assembly, the school captain turned all the parents into students and all the students into teachers. The parents then had to complete a range of activities including maths games, art activities, literacy workshops and activities on the Smart boards and computers.

During Education Week, the Hunter Central Coast Region held an awards ceremony to mark Education Week. Students, staff and community members were recognised for their outstanding achievement and commitment to public schools. We were very proud of two of our school community members who received awards. Molly Wallace received her award for her outstanding leadership skills and Leasa Wallace’s award was a tribute to her innovation and dedication to the Active After School Program.

Book Week

The theme for Book Week in 2010 was Across the Storybridge. Glen William Public School celebrated with a book fair. The children put a lot of thought into their costumes for the parade and the community raised more than $1000 worth of new books for the library.

Environmental Education

During 2010, Glen William Public School has had a big focus on environmental education. The students have maintained the vegetable garden and a student Environmental Minister was appointed to encourage, other children to get involved with the schools environmental projects. The school also celebrated Tree Day by continuing the tradition of inviting new families and school members to plant a tree in the school playground.

Student leadership

Two students, Callan and Molly, travelled to Sydney to participate in Young Leaders Day which focused on inspiring them as leaders in society.
Healthy Harold Day

The students were thrilled to receive a visit from Happy Healthy Harold and the Life Education Van in 2010. Harold and his team presented two separate workshops and shows for the students of Glen William focusing on positive relationships and saying "no" to drugs.

Mini Fete

A mini fete was organised by Stage 3 students to raise money for the purchase of the Year six gift. The mini fete included a trash and treasure store and a cake shop. The money raised from this event allowed the Year 6 students to purchase a banner showcasing our school to display at school events.

Multilit

The school continued with the MultiLit program in 2010. Mrs Christine Reeves was employed as a Learning Support Officer to oversee this program. The individual reading program assists students to improve word attack, fluency, sight words and spelling skills. Parents were trained as tutors to implement the program daily which saw very pleasing results in the improvement of literacy skills in the infant's classroom.

Orientation

All Year 6 students participated in the “Jump Start” program run by Dungog High School. Students visited the high school several times during Term 4 following a whole day visit. Students were involved in activities in the science lab, computers, and introduced to their peer group leaders, in anticipation of further peer interaction activities in the new year, to ensure a smooth transition from primary school to high school.

STLA Program

Mrs Margaret Hanrahan ran the STLA program at Glen William Public School in 2010. Mrs Hanrahan worked with students in small groups or individual sessions to assist them with their learning and to help them address areas of weakness. This was a highly successful program which was well received by the students, parents and staff. Mrs Hanrahan assisted the students with literacy and numeracy skills.

Year 6 Farewell

Year 6 students and staff celebrated the end of year with a Year 6 Farewell. The students and staff went bowling and had dinner at the Billabong Restaurant at East Maitland.

Fundraisers

Throughout 2010, the students held several fundraisers to support some very worthy causes. These included selling dolphins for Stewart House and selling badges for Legacy. The staff and parents also organised a highly successful High Tea, Fashion Parade and auction. In culmination with a community shopping bus trip to Sydney, the High Tea was Glen William Public School's major fundraiser earning much needed funds for the school. The success of this event can be attributed to the generous support received from local businesses.

Significant programs
Academic

Glen William Public School continues to have a strong commitment to the improvement of literacy and numeracy for all students from Kindergarten to Year 6.

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 Glen William Public School, there were two students in Year 3 and 5 students in Year 5 that sat the NAPLAN test in 2009. Therefore, results cannot be advised in this report. All parents have been advised of their child’s achievements.

Literacy – NAPLAN Year 3

In 2010, seven students sat the Literacy NAPLAN tests in Year 3. To maintain the privacy of individual students, their results cannot be advertised in this report. The following graphs show the State and Like School Group performances for Reading and Writing, as well as the school average for the years 2008-2010. As our school had less than ten students in the year, our own scores cannot be shown.
Numeracy – NAPLAN Year 3

In 2010, seven students sat the Numeracy NAPLAN tests in Year 3. To maintain the privacy of individual students, their results cannot be advertised in this report. The following graphs show the State and Like School Group performances for Numeracy, as well as the school average for the years 2007-2009. As our school had less than ten students in the year, our own scores cannot be shown.

Literacy – NAPLAN Year 5

In 2010, four students sat the Literacy NAPLAN tests in Year 5. To maintain the privacy of individual students, their results cannot be advertised in this report.

The following graphs show the State and Like School Group performances for Reading and Writing, as well as the school average for the years 2008-2010. As our school had less than ten students in the year, our own scores cannot be shown.
Progress in Literacy
Progress in literacy refers to the level of improvement in results for student from Year 3 to Year 5.
Overall growth in reading from 2008-2010 was 106.25% for our school, compared to the state average of 83.77%.
Overall growth in writing from 2008-2010 was 111.6% for our school, compared to the state average of 66.56%.
Further development is needed in Spelling and Writing.

Numeracy – NAPLAN Year 5
In 2010, four students sat the Numeracy NAPLAN tests in Year 5. To maintain the privacy of individual students their results cannot be advertised in this report. The following graphs shows the State and Like School Group performances for Numeracy, as well as the school average for the years 2008-2010. As our school had less than ten students in the year our own scores cannot be shown.

Progress in numeracy
Progress in numeracy refers to the level of improvement in results for students from Year 3 to Year 5. Overall growth in numeracy from 2008-2010 was 75.4% compared to the state average of 89.11%, indicating an area for future development.

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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal Education is promoted and supported through its inclusion as a focus in the Human Society and Its Environment (HSIE), Key Learning area (KLA) as well across all other KLAs, when appropriate. All students were taught about Indigenous Australian culture as it is seen as an important and valued part of our heritage. School staff attended specific training activities that focussed on Aboriginal Education content and teaching strategies.

Multicultural education

Students studied aspects of multiculturalism as part of the content in all key learning areas across all stages. The core values of the school reflect the principle that no student is to be discriminated against.

Respect and responsibility

The 12 community negotiated values underpin every area of school life at Glen William Public School. The values are prominently displayed at the school and they are regularly referred to, and used to promote and reinforce positive behaviours and attitudes among the students.

Core values are taught explicitly to all students through reflection, explicit teaching and discussion. They are also incorporated in all aspects of daily school life.

There is a strong focus on student leadership reinforcing the values of respect and responsibility for our senior students, enabling them to be positive role models for other students.

Our school constantly receives acclaim from members outside of the school community for their outstanding behaviour and attitude towards each other and others.

Progress on 2010 targets

Target 1- Literacy

80% of students achieve a growth rate of 5 or more points based on assessment criteria in writing.

Our achievements include:

- Professional learning for staff which enhanced the school writing program and gave direction for future developments. Staff feel more confident in their capacity to teach writing.
- Participation in the Dungog Learning Community and the Middle Years Writing Project which resulted in staff being able to develop student higher order thinking skills in relation to their writing, resulting in high student engagement in this area.
- NAPLAN data indicates above average state average growth in writing for students from Year 3 (2008) to Year 5 (2010).
- Implementation of the Best Start Program, including teacher professional learning, for kindergarten students, to regularly track student performance throughout the year.

Target 2- Quality Teaching

80% of students achieve district targets for reading K-2 and 80% achieve at or above chronological age for reading 3-6 based on Waddington and Burt scores.

Our achievements include:

- Identified students engaged in Multilit program have shown above average success in a nurturing environment.
- Staff are more familiar with Quality Teaching elements and dimensions and are able to discuss these in professional dialogue.
- Student Learning Assistance program targeted identified students providing individual and small group support covering areas of need.
- NAPLAN data indicates above state average growth in writing for students from Year 3 (2008) to Year 5 (2010).

Target 3- Connected Learning

Students demonstrate achievement of KLAs outcomes using information and communication technologies.

Our achievements include:

- Computer coordinator time maintained at one day per week.
- Entry into computer competitions with a 3rd prize being awarded for our work in the Sydney Learning Resource Awards.
- Mathletics software subscription maintained.
- Installation of Connected Classroom technology into the existing library, extending use of Bridgit and Smart Notebook software.
- Installation of Interactive White Boards into both classrooms.

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 2010 our school carried out evaluations of Writing and Assessment and Reporting.

**Educational and management practice**

**Assessment and Reporting**

**Background**

The new reporting format has been implemented for some time and the school is moving forward with technology. We felt it was time to review our practices and ensure we are keeping up with current educational trends.

**Findings and conclusions**

Parents were very positive about the way the school reports on student progress. Parents favor early intervention in the form of personal interviews when problems arise. Parents feel the parent interviews are informative and very important in keeping them informed of their child’s progress.

Most students agree that assessments are important, that they give them information on how they are going at school and where they need to improve. Most students agree that the reporting system is fair and that they are mostly not worried about doing assessments.

**Future directions**

Overall, parents were very happy with the reporting system but some would like more explicit information on areas of need for their students.

**Curriculum**

**Writing**

**Background**

The Dungog Learning Community have been working together to enhance teacher skills in the area of student writing to improve student outcomes based on NAPLAN results.

**Findings and conclusions**

Parents and students agree or strongly agree that writing is an important subject at school, that new skills have been developed and that the spelling program is satisfactory. Parents feel they are confident to help their child at home.

Parents and students agree or strongly agree that their child is learning new skills and given adequate assistance at school. Overwhelmingly, students were very positive about writing in their classroom and most enjoy writing lessons.

**Future directions**

In 2011, the primary class will move into their new classroom. Computers will be more accessible and the Interactive Whiteboard will be better positioned to allow maximum advantage to students. There will be a focus on persuasive text, particularly in the use of complex sentences. Parent information will be provided on how writing is taught.

**Parent, student, and teacher satisfaction**

In 2010, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents believe that the school does well in promoting positive school values in a school that strives for high achievement with a variety of stimulating activities and a positive nurturing school environment including approachable teachers, well developed discipline and an environment where the local community is valued.

Parents also believe that the school would benefit from reviewing its homework and bookwork policies, improving communication between home and school on daily routines within the classroom and extend its music and science programs.

Students of Glen William Public School value the small numbers of students, the sandpit, the canteen, learning with the Interactive Whiteboards and their friendships within the school. They would like to have more science experiments and a wider variety of subjects as well as more extensive and interesting equipment in the playground.

**Professional learning**

Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. Teaching and non-teaching staff are committed in their endeavour to undertake on-going professional learning that develops skills, knowledge and understandings in support of improving student learning outcomes.

The major focus for permanent staff in 2010 was the Local Management Group Writing Project which dealt with professional development surrounding outcome based assessments in writing and strategically planning teaching strategies to improve student results.

Staff also enjoyed professional development centered around connected classrooms, student reporting, quality teaching and technology based training.

The professional learning experiences of all staff are linked to school priorities articulated in the school management plan. Identified individual and group learning needs and goals for professional growth are aligned to departmental priorities and strategic directions.
School development 2009 – 2011

Following school based assessment, NAPLAN result analysis and school community surveys, a plan was developed to provide strategic priorities for the school over a three year period.

NAPLAN results indicated that students would benefit from the specific programming of writing skills, with an emphasis on writing with correct sentence structure and writing more complex sentences.

Due to the increased technology within the school, the school needs to create a learning environment targeting practical and manageable conditions for effectively managing technology in the classroom.

The school’s strategic priorities for the three years 2009-2011 aim to improve:

- Literacy outcomes for all students by improving student achievement in writing and spelling, and developing consistent assessment practices to drive teaching and learning programs in literacy;
- Quality teaching with a focus on improving reading outcomes for all students;
- The integration of technology into all key learning areas including innovative use of interactive technologies for learning and teaching; and
- Quality of support for students to access technology.

Targets for 2011

Target 1-Literacy

90% of students achieve a growth rate of 5 or more points based on assessment criteria in Writing.

Strategies to achieve this target include:

- School based professional learning in the explicit teaching and moderation of text types
- School based professional learning in the use of SMART data
- Purchase of resources to support the teaching of writing
- Focus on persuasive text particularly in the use of complex sentences
- Involvement in the Dungog Learning Community writing project

Our success will be measured by:

- Continued development of consistent teacher judgment of writing
- Improved writing outcomes for students with a 5% increase in C-A results in semester samples
- Improved scores in NAPLAN testing with 50% of Year 3 students placed in bands 4 and 5; and 50% of Year 5 students placed in bands 5 and 6.

Target 2-Quality Teaching

85% of students achieve district targets for reading K-2 and 85% achieve at or above chronological age for reading 3-6 based on Waddington and Burt scores.

Strategies to achieve this target include:

- Create quality systems to create profiles of student achievement in all aspects of literacy
- Targeted support for individual learning needs of students
- Ensure Quality Teaching element of Intellectual Quality is evident in all lessons.

Our success will be measured by:

- Data collected in consistent form across the school and recorded in a permanent form electronically;
- Students targeted and supported effectively;
- Consistency in program presentation with inclusion of a balance of Quality Teaching elements;
- Action research on student engagement informs lesson design

Target 3- Connected Learning

Broader curriculum options made available to all students through information technologies.

Strategies to achieve this target include:

- Revise technology plan to expand use of technology for student engagement;
- Develop teacher capacity in use of technology for teaching and learning;
- Embed technology in teaching and learning programs; and
- Student work samples stored electronically

Our success will be measured by:

- Technology plan revised;
- Staff are confident in use of technology;
- Student engagement is enhanced; and
- Portfolios commenced to serve as repository for student work throughout primary school.
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.

Naomi Mrljak Principal
Pauline Mitchell relieving Principal
Vickie Hooson relieving Principal
Margaret Hanrahan Classroom Teacher
Donna Gorton Classroom Teacher
Robin Staciwa School Administrative Manager
Fiona Elloy P&C President

School contact information
Glen William Public School
717 Glen William Road,
Glen William 2321
Ph: 02 49965507
Fax: 02 49965541
Email: glenwillia-p.school@det.nsw.edu.au
Web: www.glenwillia-p.school.nsw.edu.au

School Code: 2020

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: