Glen William Public School
Annual School Report 2014
School context

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”

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.

Our highly skilled and committed staff is 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 of the school. The school highly values the wide range of support given by parents as this assists our school in realising its educational goals.

Our 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 on behalf of the 2014 Relieving Principals, acknowledging the exemplary achievements of Glen William Public School’s students, staff and parents in 2014.

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.

Cheryl Murray - Relieving Principal

P&C Message

The P&C association had a very busy year organising and participating in a number of events and fundraising activities. Thanks to the enthusiastic and committed involvement of parents, extended families and community members, we have raised much needed funds to support the school.

This year the P&C association met once a month during the school term. The P&C continues to focus on using its funds to support Glen William Public School in educational resources, equipment and subsidising excursions. We also pay for student injury insurance and P&C volunteer accident and public liability insurance.

Fundraising activities this year were: running the canteen at the Commonwealth Games Day in Dungog where our hardworking P&C members and community volunteers served approximately 500 meals, which was a mammoth effort. We manned a Masters BBQ in May; ran Mother’s Day and Father’s Day stalls; supported the school in catering for the Tour de Glen William day, and held our annual Christmas raffle.

Our total fundraising achievement for the year is around $8,000 and we also received a kind donation from the Clarence Town Lions Club.

Specifically we paid for the Reading Eggs, Spellodrome and Mathletics software subscriptions and purchased concrete resource
materials for Maths as well as library books and artwork for the school sign. We also subsidised the Primary class school camp excursion and the Intensive Swimming school bus.

The success of these events is primarily due to the very generous donations of our local businesses, the school community and the hard work of many individuals. In my last year as P&C president I would like to thank the P&C committee and our members who have helped me greatly over the past 3 years. They are a committed and focused group of individuals whose common goal is to better the “whole” school experience for each and every student at the school.

I encourage all parents to attend at least one meeting and be involved in just one event each year. This is a way that you can directly improve the teaching and learning of your own child.

Helen Horn
P&C President 2014

Student Representative’s message

During my time at Glen William Public School as captain I really enjoyed participating in a wide range of activities that many other schools wouldn’t be able to do. I enjoyed it so much and will miss it as I enter High School. I have greatly appreciated going to a small school and all the wonderful experiences it gave me, especially now that I am in a large High School.

Beth Flannery - School Captain

Student information

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

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

The teachers and administration officers at Glen William Public School are highly regarded professionals who work with the parents and the community to offer the best education to our students. The staff displays 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.

<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>1.252</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>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.332</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014, 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Retention

In 2014, Glen William Public School numbers increased to include a second class. Mrs Hanrahan taught the Infants class while Ms Hazell took on the Relieving Principal role and taught the Primary Terms 1, 2 and 3, with Mrs Sparkes taking over during Term 4.

Professional learning

Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. All staff are committed in their endeavour to undertake ongoing professional learning that develops skills, knowledge and understandings in support of improving student learning outcomes. The school planned and conducted five staff development days over 2014 in addition to weekly professional learning meetings.

In 2014, staff participated in a range of professional development aligned with the school’s strategic plan, including Curriculum Mapping, Math Syllabus familiarisation, PLAN and Best Start training, understanding of the Professional Standards for Teachers, Excel Intermediate, iPad training, Financial Literacy in preparation for LMBR and the school planning process and development of future strategic directions.

All staff also completed professional development in Dealing with Anaphylactic students, CPR renewal, Code of Conduct and WH&S discussions and updates.

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.

Each year the school is allocated funding for the professional development of teachers.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>48755.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>57693.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34921.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>24123.91</td>
</tr>
<tr>
<td>Interest</td>
<td>1672.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>655.00</td>
</tr>
<tr>
<td>Canteen N/A</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>167821.83</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 9601.01    |
| Excursions                 | 5369.00    |
| Extracurricular dissections| 11757.24   |
| Library                    | 702.94     |
| Training & development     | 746.60     |
| Tied funds                 | 33785.33   |
| Casual relief teachers     | 6385.45    |
| Administration & office    | 18531.95   |
| Utilities                  | 6396.23    |
| Maintenance                | 4295.02    |
| Trust accounts             | 561.00     |
| **Total expenditure**      | 98131.77   |
| **Balance carried forward**| 69690.06   |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance and Achievements in the Arts, Sport and Other School Programs

2014 proved to be another successful year both in individual student successes and whole school achievements. Whilst literacy and numeracy is always our key focus, in 2014, Glen William Public School boasted numerous achievements and programs to be proud of in the arts, on the sporting field and in technology.

Arts

Creative and practical arts are a high priority for our school community. In 2014, Glen William Public School provided a quality creative arts program incorporating dance, music and visual arts.

Glen William Public School held two RAW Art Days in 2014, allowing students to participate in workshops and use a range of materials and techniques to create some amazing artworks, while further developing their art making skills.

In 2014, Glen William Public School took part in the Musica Viva Program. This program saw the students involved with in class music lessons that prepared them for visits from two live bands, The Song Company and Sounds Baroque. Students from Martins Creek Public School joined us for the performances.

Sport

At Glen William Public School, 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 2014. All students participated in the free Intensive Swimming Program in Term 4. This program led to excellent participation levels from the Glen William students at the Small Schools Swimming Carnival. Furthermore, these efforts saw the Glen William Relay Team make it to zone.

In December 2014, the students from Glen William Public School travelled to Nobby’s Beach where they participated in a Surf Fun Safe Day held by Surf Life Saving Australia. The students
had a day of learning about beach and water safety.

This year, the Glen William Public School students joined the Small Schools Athletics Carnival. The children all tried hard at their events. Jack was awarded 10 year boy champion and Meggan 11 year girl champion.

In 2014, Glen William Public School ran cross country sessions as part of the physical education program. A team was selected to participate in the Zone Cross Country event held at Lakeside early in second term. All the students put in a fantastic effort.

The Active After School Communities Program continued to be a huge success in 2014. The students received free tuition in hockey, basketball, ultimate frisbee and dance.

Le Tour de Glen William

On Sunday October 19th, Glen William Public School hosted the inaugural ‘Le Tour de Glen William’. It was a family day out featuring a 27km group bike riding event around ‘the loop’ through the beautiful Glen William Valley, with an 8km return option for those who thought the big ride was too challenging. A barbeque, cake stall, entertainment and community markets were provided in the school grounds. It was an effective way to showcase our beautiful school and the local area and was very well attended by our own families and many community members. We received a large amount of positive feedback.

Commonwealth Games Day

The Commonwealth Games day was held at Bennett Park on Wednesday, 23rd July. A band of volunteers worked tirelessly in the lead up to the day, as well as putting in a long day to run the canteen for this event. Students represented their adopted country, paraded and competed in various events.

Equestrian team

Matthew attended Dungog Horse Sports Day while Matthew and Grace represented our school at the Maitland Horse Sports.

Snake Talk

On Wednesday, 5th November the whole school undertook an excursion to Paterson Public School to listen to a presentation about snakes. This was a very interesting and informative talk that provided students with a lot of information about snakes and what should be done if students met one.

Facebook

The end of term 2 saw the launch of our Facebook page. This provides reminders, updates, school news and celebrates student achievements. Each time the newsletter is published, a link is uploaded as well, providing the wider community with up to date information about what is happening at our school.

Technology and Connected Learning

Glen William Public School’s impressive technology program continued this year. Under the guidance of Mrs. Gillian Manning, the technology program has been full of exciting and challenging tasks including digital art and a range
of web-based activities. Technology is incorporated into classroom routines through the use of Mathletics and Reading Eggs.

Technology lessons have given students the opportunity to utilise and explore iPads through exposure to a variety of applications such as Chatterpix, Scratch and QR Codes. At the end of 2013, Glen William Public School purchased 6 iPads and a wireless access point to further enhance the school’s technology program in 2014.

Science Engineering Day
In August, students from the Primary class travelled to Dungog High School for the Science and Engineering Day. We participated in stimulating and varied activities coordinated by the University of Newcastle. The focus of each activity was design and construction, followed by strength and function testing, pitting team against team to find a winner. Small groups comprised pairs of our students working in teams with other schools’ students, providing an opportunity for meeting others in our region. The highlight of the day was bringing all the students together to load-test sections of a bridge which had been constructed by the teams. We designed and constructed vehicles, connected electrical circuits and built towers out of straws.

Academic Achievements

NAPLAN
Glen William Public School continues to have a strong commitment to the improvement of literacy and numeracy skills 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.

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 DEC privacy and personal information policies. As such, 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 was one student in Year 3 and six students in Year 5 that sat the NAPLAN test in 2014. Therefore, results cannot be advised in this report. All parents have been advised of their children’s achievements.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2014, one student sat the NAPLAN Year 3 Literacy tests. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

NAPLAN Year 3 - Numeracy
In 2014, one student sat the NAPLAN Year 3 Numeracy test. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2014, six students sat the NAPLAN Year 5 Literacy test. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

NAPLAN Year 5 - Numeracy
In 2014, six students sat the NAPLAN Year 5 Numeracy test. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public
School had less than ten students in the year, their results cannot be shown.

**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 here.

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

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

**ICAS Tests**

In 2014, Glen William students had a higher level of engagement in external ICAS tests participation than in previous years.

**Tocal Years K-2**

Students in K/1/2 visited Tocal homestead as part of their HSIE unit, Families Past and Present. This excursion gave students the opportunity to discover interesting aspects of the past through hands-on activities and stories. Students heard stories of Tocal pioneers and visited interesting buildings and sites. They also toured the main house, washed clothes with a washboard and soap, dressed up in old fashioned clothes, played games from the past and carried water with buckets on a yoke.

**GrandparentsDay**

In November we celebrated Grandparents Day. It was a day to acknowledge the positive influence the older generation have on the lives of the children and the joy they bring to their young lives. Prior to the event, students drew portraits and wrote poems about their Grandparents.

On Grandparents Day the children read poems and sang songs to entertain our guests.
Visitors were invited to join the children in playing a variety of games from past and present times, to share ‘grandparent’ themed books with the children and have family photographs taken beneath the ancient camphor laurel tree in the school playground. The school library benefitted from the generous purchase and donation of books.

The morning ended with a delicious morning tea provided by the school staff.

ANZAC Day
A large group of Glen William students attended the dawn service held in Clarence Town on ANZAC Day. After a long march one of the locals gave a speech that included a letter, posted in Greece, from an Australian World War II soldier who had written to his family back home.

Dungog Community of Schools
The local public schools in Dungog have continued to support each other through our work in the Dungog Community of Schools. This group worked together on a professional level to enhance student learning through continuing professional development and training. In 2014, the Dungog Community of Schools built on its focus on resources through a LAST network. This network assisted teachers in developing programs for students with additional learning needs.

Australia’s Biggest Morning Tea at Clarence Town (Performance)
Glen William students performed at the Biggest Morning Tea event in Clarence Town in May.

Students sang a very moving song with great enthusiasm and were praised for their performance. This event raised awareness of cancer research, treatment and prevention and supplemented Personal Development lessons back in the classroom.

Education Week Performance
During Education Week students from Dungog High School and its feeder primary schools participated in the Education Week Performance and Awards Ceremony which was held at Dungog High School.

As well as a display of work, Glen William Public School students performed the song ‘Lean On Me’.

Dane received the student award for his consistent display of school values and the community award was presented to Donna Boyton for her services to the school.

Year 6 Farewell Outing –Shark and Ray Centre.
Year 6 celebrated the end of their primary school years with a visit to the Shark and Ray Centre at Bob’s Farm.

Matthew, Beth, Dane and Adam travelled with Mrs Sparkes and Mrs Manning. On arrival they had to put on wetsuits and appropriate shoes before entering the water with the sharks and rays. The children were very excited as they stood in waist deep water and fed and patted the sharks and rays as they swam around and came right up to us wanting to be fed and very contented to be handled. In another tank a couple of huge rays were introduced by the handlers and students were shown how to gently stroke the wings as they swam past. In the next tank we sat down in the water and touched and patted the sharks as they swam around and over our legs and in the last tank the children had to wear special gloves to be able to safely touch and stroke the big sharks as they swam by.

All of the Year 6 students participated with enthusiasm and enjoyed this very different experience and said they had had the ‘Best time!’

After we left the Shark and Ray Centre we took Year 6 to have lunch before returning to school.
Transition Programs

In 2014, all Year 6 students took part in the Dungog High School Jump Start Transition Program and the Dungog High School Orientation Day. The program gave students and their parents opportunities to discuss their anxieties and questions about high school. Students felt that they gained substantially from this program.

In addition to this, the school ran a Kindergarten Orientation program in Term 4. Three students and their parents took part in this program, allowing the students to get to know their school, their peers and their teachers before attending full time school in 2015. These students joined the Infants classroom for activities while Year 2 students moved into the Primary classroom during this time.

Aboriginal education

Glen William Public School places a strong emphasis on ensuring an Aboriginal perspective is applied to all studies of Australian History, to develop an informed understanding of Australia’s Indigenous people, their cultures and customs.

In June, our Primary students attended the NAIDOC Day celebration at Dungog High School. Students were involved with painting boomerangs, contributing to a hand print mural and participating in Indigenous games. This also provided opportunity for students to interact with High School students and many past Glen William students caught up.

Multicultural education

Our school continues to promote tolerance and understanding of people from different ethnic or religious backgrounds. This is achieved through the school HSIE program. Strategies specifically target broadening cultural awareness and increasing racial tolerance.

A racism free learning and working environment is further supported through the school Anti-Racism Contact Officer.

Furthermore, studies are presented in ways that help students to develop an understanding of cultural diversity and tolerance of people from diverse cultural backgrounds. The celebration of Harmony Day every year is intended to develop in all students the knowledge, skills and attitudes required for a culturally diverse society.

In March, our school celebrated Harmony Day where students were encouraged to wear orange clothing and participated in a variety of activities to learn about local culture and heritage.

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:

- Whole school survey of staff, students and parents.
- Document analysis.
- Data Analysis- school data and NAPLAN.

Parent/caregiver, student, and teacher satisfaction

In 2014, through meetings, discussions and focus groups, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
There was strong agreement from all three groups about the value of the small school environment. The following areas showed the highest correlation in scores between parents, students and teachers:

- All community members are welcomed to the school.
- Teachers provide a challenging and stimulating environment for the students.
- The school provides a safe and secure environment.
- Overall satisfaction about belonging to Glen William Public School.

Sample Comments from students:

- We have a lot of sports equipment and everybody plays together and helps each other.
- We have great teachers and students. Because we don’t have many kids in our class it’s easy to split up and get help when we need it.
- It’s good to be able to put our lunch boxes in the fridge which you can’t do in a big school.
- We make good friendships and all help each other.
- It would be good if we could have more days a week for canteen like bigger schools.
- Because we are small we don’t have sporting teams and don’t host many events with other schools.
- We have no school bus.

Sample comments from parents:

- Students don’t get lost because of the small number of students. They learn tolerance and acceptance and everyone knows everyone.
- Smaller class sizes means more targeted learning programs. Staff know the children well and problems are solved quickly. Children become more multi-skilled and interact with one another. The big kids look after little kids.
- Students are encouraged to express themselves, be creative and are motivated about learning because it is fun.
- The community is welcoming, there is great community spirit and rural hospitality. It’s a real country setting.

Sample comments from staff:

- The smaller classes build stronger relationships, provide opportunities to know students better and solve problems quickly. This means we can differentiate to cater for the broad range of students and provide individualised programs.
- We raise a huge amount of money for such a small school, and have great community involvement, even though we only have a small number of families.

Progress on 2012-2014 Targets:

School priority 1

Literacy - spelling, punctuation and grammar.

Outcomes from 2012–2014

To improve student learning outcomes in literacy, with a focus on building deep knowledge of the writing process at the sentence and word level.

Evidence of progress towards outcomes in 2014:

- Extended use of the K-6 literacy continuum providing data to plan for differentiated instruction at the individual point of need.
- Teacher professional learning aligned with the new English Syllabus.
- Enhanced communication with parents regarding the specific literacy needs of students.
- Targeted direction of learning support programs using the LAST staffing allocation and SLSO time.
- Continuation of MultiLit program to improve literacy outcomes with targeted students.
School priority 2

Numeracy

Outcomes from 2012–2014

To improve student learning outcomes in numeracy with a focus on deep knowledge and quick recall of basic number processes and facts.

Evidence of progress towards outcomes in 2014:

- Teachers undertook professional development in the new Australian Curriculum in Mathematics.
- Funding was directed to the purchase of concrete materials to facilitate the development of mathematical concepts, and explicit teaching of concrete, visual, and abstract methods to students. This funding only became available in Term 4.
- Enhanced communication with parents regarding the specific numeracy needs of students.

School priority 3

Engagement

Outcomes from 2012–2014

To strengthen teacher capacity to increase student engagement in the curriculum.

Evidence of progress towards outcomes in 2014:

- Students, teachers and parents reported that they were satisfied with the level of challenge and stimulation in the classroom.
- A low number of negative behavior incidents were recorded in the school database during the year.
- Increased parent and wider community involvement in school activities.
- Transition to school and transition to high school programs and practices were reviewed and enhanced opportunities for incoming kindergarten and outgoing year six students to make links with their new school environments were undertaken. There were increased LMG opportunities linking the High School and feeder primary schools.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Planning Process:

In 2014, the school community were given the opportunity to be involved in the school’s planning process.

Consultation occurred in the classroom, at staff meetings, P&C meetings and parent focus groups to ensure a wide cross section of the school community were heard.

This process included a review of the strengths, opportunities and areas for development across all areas. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments.

The new 2015-2017 Strategic Plan sets clear strategic directions with details of purpose, people, processes, products and practices over a three year period. Milestones then elaborate specific details with clear, explicit and manageable improvement measures to ensure departmental initiatives and day to day activities have purpose and are linked to our key strategic directions.

Strategic Directions and purposes:

Strategic Direction 1

Quality Teaching and Learning

Purpose: To provide a high standard of education through quality teaching and learning programs that differentiate, engage, challenge and inspire all students and staff to excel and learn to their full potential focused on personalised, evidence based, purposeful and engaging learning ensuring staff and students take ownership of their own learning and future aspirations to equip them with the skills and understandings for their learning.
**Strategic Direction 2**

*Sustainable Leadership*

**Purpose:** To create and maintain continuity with the strategic directions of the school by embedding quality systems and organisation practices through a collaborative approach to decision making ensuring ongoing continuity of strategic directions throughout leadership changes.

**Strategic Direction 3**

*Quality Relationships*

**Purpose:** To enhance strong, positive and effective relationships with parents and the wider community to facilitate innovation and quality educational programs and practices.

**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.

Cheryl Murray, Relieving Principal 2015
Lenore Sparkes, Relieving Principal Term 4, 2014
Sarah-Jane Hazell, Relieving Principal Terms 1-3, 2014
Margaret Hanrahan, Classroom Teacher
Gillian Manning, School Administrative Manager
Christine Reeves, SLSO/SAO
Helen Horn, P & C President

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**School contact information**

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Web: www.glenwillia-p.schools.nsw.edu.au
School Code: 2020

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: