Glen William Public School
Annual School Report
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 endeavors to instill 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 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.

Significant programs and initiatives
Glen William Public School participates in Best Start K-2; Targeting Early Numeracy programs; NAPLAN and ICAS testing; Active After School Care; Dungog Community of Schools Local Management Group initiatives including the Middle Years Initiative Years 4-8; and PSSA swimming and athletics programs. Glen William School has a comprehensive Technology program running across K-6.

Student achievement in 2012
Glen William Public School students in Year 3 and Year 5 had 100% participation rate for the NAPLAN tests held in May. Four Year 3 and seven Year 5 students sat the test. Due to the low numbers in each grade, privacy laws prevent the school from publishing information that may identify a particular student. Parents have been informed of their child’s achievements.
Messages

Principal’s message

Glen William Public School is a small school located in picturesque countryside between Clarence Town and Dungog. It is a well-resourced school, with beautifully maintained playgrounds. Glen William enjoys a highly productive and supportive relationship with P&C and community organisations. Our school has a long and proud history and continues to develop and grow to meet the changing needs of the students. The school has served the community since 1849 and it upholds the title of the longest serving two teacher school in NSW.

The focus of the school is on literacy and numeracy and on ensuring that all students are encouraged and supported to achieve their full potential. Educational, cultural, sporting and student welfare programs are provided for all students by dedicated and professional staff.

Glen William Public School has a very active parent body. Our dedicated P&C work hard to raise funds which provide additional resources for all our students. Our P&C also help support the various functions throughout the calendar year, which benefit our whole community and make ‘school life’ a richer experience for all. I would like to thank parents and the wider community for their interest and support this year.

Further, many students should be congratulated for their progress and achievements across academic, social, creative and performing arts, environmental education and sport. They are certainly a pleasure to teach.

It is with pleasure that I present this report and I acknowledge and thank all staff for their passion, dedication and commitment.

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.

Michelle Maier

Relieving Principal 2012

P&C message

This year has been an interesting and challenging year for me as I learned the role of P&C Association President, and what a year it has been.

Thanks to the enthusiastic and committed involvement of parents, extended families and community members we have raised much needed funds to support the school in the provision of educational resources and subsidising school sponsored activities.

The highlight of the year was providing the catering for the
sports gala days where we raised around $570 and wasn’t it great to see the kids enjoying themselves and learning some great skills and life lessons from sports stars and professional trainers.

The P & C association again met on the third Thursday of each month during school term. We had quite an active fund raising year raising around $3200 with Fathers & Mothers Day stalls and raffle, Easter Raffle, Sports Gala Days and Christmas Raffle.

The success of these events is in no small way due to the very generous donations of our local businesses and the school community and the hard work of many individuals.

Thank you all.

The P&C continued to focus on using its funds to support Glen William Public School in educational resources, facilities & excursions. We subsidised the purchase of the Mathletics and Spellodrome software packages as well as materials and new books for the library. We also supported the school in the indigenous cultural education activity for Harmony Day and transport costs for the intensive swimming school.

Parents and caregivers assisted with transport for carnivals, excursions, treat days and workshops in public speaking with many parents attending and supporting the various activities.

Another achievement for the year was the adoption of the new school sports uniform. Team Glen William certainly look great at sports events with people commenting on how smart the children look.

All this has been made possible by the continued support and dedication to our children’s education by the school community.

The P&C extends an invitation to all parents and guardians to come to the meetings, bring your ideas and to get involved in 2013.

Mrs Helen Horn
P&C President 2013

Student representative’s message
It has been an honour to be the Captain and Sports Captain of Glen William Public School for 2012.

We have enjoyed our roles and the responsibilities that came with them. We have learnt many valuable lessons during our time at Glen William Public School that we will take with us into the future.

Hannah Atkins and Thomas Lewis
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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Management of non-attendance

Parents are contacted through an electronically generated letter and then 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 referral 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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit.

<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>2</td>
<td>9</td>
</tr>
<tr>
<td>INFANTS</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>
**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 2012 is as follows:

- Relieving Principal
  - Mrs M Maier
- Classroom Teacher/Librarian
  - Mrs M Hanrahan
- Release from Face to Face
  - Mrs D Gorton
- 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

Our Principal Mrs N Mrljak returned from maternity leave in a part time capacity at the start of Term 3 2012.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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 Administrative Officer</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.232</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>32191.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>51657.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19720.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22199.85</td>
</tr>
<tr>
<td>Interest</td>
<td>1517.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1040.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
Key learning areas 11554.19
Excursions 4657.46
Extracurricular dissections 10802.80
Library 1133.89
Training & development 3019.91
Tied funds 19035.03
Casual relief teachers 2947.03
Administration & office 21913.10
School-operated canteen 0.00
Utilities 8397.56
Maintenance 5654.75
Trust accounts 1040.00
Capital programs 0.00
Total expenditure 90155.72
Balance carried forward 38171.87

A full copy of the school’s 2012 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 2012

2012 proved to be another successful year in individual student success and whole school achievements. Whilst literacy and numeracy is always our key focus, the school was able to deliver many unique learning opportunities throughout the school year.

Achievements

Arts

Creative and practical arts are a high priority at Glen William Public School. In 2012 the school provided a variety of opportunities for students to demonstrate their unique capabilities. Specialist staff were employed to offer both creative dance and choreographed performances through the Active After School Program and the school curriculum.

This year our music curriculum included guest performers from the Musica Viva program. The bands visited the school and Martins Creek School travelled to join us for these presentations. The performers commented on how wonderful it was to be playing their orchestral music among the picturesque hills and valleys of Glen William.

All students performed at our end of year Presentation Night held at Glen William Scout Hall. The students have enjoyed the variety of dance routines presented by Lu McQuilliam this year, including jazz and creative dance, as well as bush dancing. This program allowed students to demonstrate their creative talent and their flair for public performance. These skills they will carry with them for life.

The students also participated in an art carnival held at Gresford Public School. They spent the day in a
selection of workshops including; computer art, clay animation, felting, painting, sculpture and collage.

**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.

Glen William’s focus on swimming skills and water safety has continued in 2012. The school again participated in the Small Schools Swimming Carnival where we achieved pleasing results yet again.

Tom, Wesly, Matt S and Andrew formed a strong relay team for the zone carnival.

All students participated in an Intensive Swimming program in Term 4. They also spent the day at Nobby’s Beach in December learning about surf safety.

Students attended the Small Schools Athletics Carnival at Woodberry oval. Congratulations to Tom and Beth who were named age champions on the day. Five students proudly represented Glen William Public School at zone. Tom, Jack, Beth and Adam then went on to represent the school at the regional carnival.

Several students participated in the grueling cross country carnival at Lakeside sporting complex.

A sporting highlight of 2012 would have to be the two day sport gala organised by Glen William Public School and held at Dungog High School. Five small schools participated in at least ten sporting disciplines with qualified coaches. The students were able to develop skills in a fun and non-threatening environment. The students developed skills in touch football, netball, basketball, softball, baseball, golf, rugby league, hockey athletics and Aussie Rules. Special celebrities were in attendance to further motivate the students about healthy choices in life; Jack Newton, Adam MacDougall and Daniel Marsden. All participating students received a gold medal and a certificate of participation. The days concluded with many very tired but happy students.

The Active After School Activities continued to be a huge success in 2012. The children received free tuition in dance, tennis, archery and athletics.

All students received a gold placement for their participation in the Premier’s Sporting Challenge.
Other

Point Wolstoncroft Camp

Glen William Public School Primary students attended a four day camp at Point Wolstoncroft Sport and Recreation Camp. The students had the wonderful opportunity to participate in a range of challenging activities. These included; archery, sailing, rock climbing, high ropes, canoeing and the exciting giant swing. The camp was also an opportunity to develop independence and life skills away from the security of home. The camp leaders commented positively on the behaviour and manners of our students.
Technology
Glen William Public School has continued to keep pace with modern technology this year. All classrooms are fitted with interactive whiteboards which are used across all Key Learning Areas. Mrs Gillian Manning worked with the students every week helping the students develop their skills in computer technology. The senior students particularly enjoyed their work with robotics. A highlight of the year was using connected classroom technology to interview an Olympic athlete before the Olympic Games.

Multilit
During 2012 the school continued the Multilit program involving infants students. Mrs Christine Reeves was employed as a Learning Support Officer to oversee this program. The individual reading program, run with volunteer helpers from the community, assists students to improve word attack, fluency, sight word recognition and spelling skills. Parents were trained as tutors to implement the program daily which saw very pleasing results for students in the K-2 classroom.

Environmental Education
Glen William students have a genuine interest in environmental education. The students have a worm farm and a vegetable garden. Two students Brooke and Savannah decided to promote the importance of protecting the school environment by awarding fellow students for their contributions each week at assembly. Awards were presented for recycling, picking up rubbish and conserving energy.

Student Leadership
Our senior students; Hannah, Tom, Wesley and Jemma travelled to Sydney with their parents to participate in the Young Leaders Day which focused on inspiring them as future leaders in our society.
**Mini Fete**

A mini fete was organised by Stage 3 students to raise money for the purchase of the Year 6 gift. The mini fete included a trash and treasure shop, a cake stall and face painting. The money raised from this event allowed the Year 6 students to make a contribution towards the purchase of ipads to be used at the school in future years.

**Book Week**

The theme for Book Week in 2012 was Champion’s Read. Glen William Public School celebrated with a book fair. Community participation helped raise $1000 for new books for the students to enjoy in the library.

**Orientation**

The Year 6 students participated in the ‘Jump Start’ program run by Dungog High School. Students visited the school and participated in mini lessons, viewed music and drama performances and took part in Peer Support activities. These days aim at supporting students in a smooth transition in their journey to higher education.

**Cool Treat Days**

This year parents again supported the school in catering for ‘treat’ days. Students would submit their orders and on a Friday the canteen would provide nutritious lunches. This proved to be a very popular fundraiser.
Academic

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 four students in Year 3 and seven students in Year 5 who sat the NAPLAN test in 2012. Therefore, results cannot be advised in this report. All parents have been advised of their child’s achievements.

Literacy – NAPLAN Year 3

In 2012, four 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 2008-2012. As our school had less than ten students in the year, our own scores cannot be shown.

Note: The ‘Percentages in Band’ and ‘School Average’ columns are not shown if results are available for less than ten students. State average band distributions do not include students who were exempt from the tests.
In 2012, four 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 2008-2012. As our school had less than ten students in the year, our own scores cannot be shown.
Literacy – NAPLAN Year 5

In 2012, seven 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 2008-2012. As our school had less than ten students in the year, our own scores cannot be shown.
Numeracy – NAPLAN Year 5

In 2012, seven 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 show the State and Like School Group performances for Numeracy, as well as the school average for the years 2008-2012. As our school had less than ten students in the year, our own scores cannot be shown.

Overall average growth in writing from 2010-2012 was unable to be determined due to a change in the text type measured.

Continued development is needed in Punctuation and Spelling.

Progress in numeracy

Progress in numeracy refers to the level of improvement in results for students from Year 3 to Year 5.

Overall average growth in numeracy from 2010-2012 was 112.6% which exceeded the state average of 98.2%.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Progress in literacy

Progress in literacy refers to the level of improvement in results for students from Year 3 to Year 5.

Overall average growth in reading from 2010-2012 was 44% compared to the state average of 79.2% indicating an area for future development.
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>57.1</td>
</tr>
<tr>
<td>Writing</td>
<td>85.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>85.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>71.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85.7</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 as 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 facilitated the implementation of a Harmony Day event where students participated in activities involving indigenous art and craft activities, Aboriginal games, tasting of indigenous foods, discussions regarding cultural life and Aboriginal artifacts and tool making. This day was greatly enjoyed by staff, students and community members. Aboriginal culture is seen as an important and valued part of our heritage and our school’s culture.

Multicultural education

Students studied aspects of multiculturalism as part of the content in all key learning areas across all stages. As part of Harmony Day celebrations all students were encouraged to investigate their heritage. We discovered that Glen William Public School families have cultural links to over 15 cultures from countries from around the world. 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.

There is 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 students constantly receive acclaim from members outside the school community for their outstanding behaviour and attitude towards each other and others.

Progress on 2012 targets

Target 1- Literacy

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

Our achievements include:

- Professional learning for staff which enhanced the school’s reading program
- Purchasing of books aimed at engaging boys in stages 2 and 3.
- Continuation of Best Start initiative across Kinder to Year 2, mapping students on the literacy continuum throughout the year.
- Progression of all Year 2 students though the Multilit program with the assistance of parent helpers.
- Implementation of the Spellodrome and Reading Eggs program from K-6 enabled the students to continue to develop literacy skills both at school and at home.
Target 2-Numeracy

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

Our achievements include:

- Professional development in the Targeting Early Numeracy program for the infants teacher. As a result all students were engaged in fun numeracy activities on a daily basis which led to an improvement in their positioning on the Numeracy continuum.

- All students participated in regular Mathletics sessions on the computers. Students were able to continue these activities on home computers.

Target 3-Student Engagement

Strengthen teacher capacity to increase student engagement within the curriculum.

Our achievements include:

- Developing a whole school reward system that motivated students to take ownership of their application to work and behaviour both in and out of the classroom. Students were acknowledged for their achievements of each level of the reward system.

- Encouraging school leaders to become involved in the organisation of whole school playground and environmental programs.
Key evaluations

It is a requirement of all NSW public schools to conduct at least 2 annual evaluations – one related to educational and management practice and the other related to curriculum. In 2012 our school carried out evaluations of planning, literacy and school satisfaction.

Educational and management practice

Planning

Background

The school has had a number of changes in educational leadership in recent years. The school gathered data from students, parents and staff by distributing a survey on school planning.

Findings and conclusions

All parent and staff respondents agreed that school planning almost always or usually showed that;

- The school involved staff, students and parents in decisions about school purpose.
- School priorities and targets to improve school performance are identified through planned evaluation.
- The main purpose of school targets is to improve student learning outcomes.
- The school implements a cohesive management plan
- The school’s planning processes are responsive to emerging needs.

14% of respondents were concerned that the process used to allocate resources are only sometimes understood.

14% of respondents were concerned that they were only sometimes told what the school is buying and why.

Future directions

In 2013, the school principal will endeavor to make the financial allocation of resources more transparent to the community by;

- Tabling a financial report at P&C meetings
- Communicating any major purchases with the community through the newsletter
- Discussing the process used to distribute resources and funds at both P&C and staff meetings.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
100% of respondents strongly agree or agree that;

- Glen William School is an attractive and well-resourced school.
- The school is a friendly school that is tolerant and accepting of all students.
- The students are the school’s main concern.
- The school teaches and promotes core values.
- Student’s achievements are recognized.
- The school promotes its uniform policy.
- The school offers challenging programs for its students.
- Glen William has competent teachers who set high standards of achievements.
- There is good student access to computers and strong technology programs and resources.
- The school office responds to enquiries and requests in a friendly and prompt manner.
- The school is connected with the community and welcomes parent involvement.
- Children are offered a variety of excursions.
- The school promotes a healthy lifestyle.

In 2013 the school will continue to involve the parents and school community in all areas of school life and promote the P and C as an integral part of Glen William School.

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 endeavor to undertake ongoing professional learning that develops skills, knowledge and understandings in support of improving student learning outcomes.

In 2012 staff participated in a wide variety of professional development related to the school targets.

Staff continued literacy development as part of a small schools development project.

Staff also were trained in Targeting Early Numeracy which was implemented in the infant’s classroom on a daily basis. As a result all students demonstrated improvement in their basic numeracy skills.

The school also trained staff in several areas of the Physical Education curriculum aimed at developing and improving the implementation of a new scope and sequence.

Staff shared their professional learning with others and promoted
the implementation of professional learning in teaching and learning programs.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 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.

2013 Targets to achieve this outcome include:
The majority of students at or above national average for spelling, grammar and punctuation.

Strategies to achieve these targets include:
• Increased teacher professional development in literacy through the Jolly Phonics Program and LMG Literacy Initiative
• Build parent knowledge through newsletters and parent information evening

• Direct funding and staffing to utilise literacy and numeracy lessons
• Purchase additional student readers to smooth the transition to a K-6 classroom.
• Utilise the connected classroom to engage students in writing lessons in preparation for NAPLAN
• Implement use of K-6 literacy continuum, place students on continuum to inform instruction k-6
• Continue to implement Best Start K-2 in line with DEC requirements
• Work in collaboration with the LMG to explore the new English syllabus and prepare for its implementation
• Explicitly teach punctuation and grammar across the whole school using strategies linked to NAPLAN data and DEC documents

School priority 2
Outcome for 2012–2014
To improve student learning outcomes in numeracy with a focus on deep knowledge and quick recall of basic number processes and facts
2013 Targets to achieve this outcome include:

- Supporting students in the application of problem solving situations

**Strategies to achieve these targets include:**

- Establish assessment strategies that are recorded electronically and tracked over time
- Link to development of A-E assessment strategies
- Use technology to support student learning
- Place students on the numeracy continuum and plot their progress
- Develop a supply of resources to support the implementation of Targeting Early Numeracy
- Increase teacher professional development in numeracy through the TENs program
- Purchase resources to assist the classroom teacher in teaching Mathematics to a K-6 multistage class
- Direct funding and staffing to utilise literacy and numeracy lessons
- Conduct parent information sessions explaining how Mathematics is taught in the classroom

### School priority 3

**Outcome for 2012–2014**

Strengthen teacher capacity to increase student engagement within the curriculum

**2013 Targets to achieve this outcome include:**

- To increase student engagement in all school activities

**Strategies to achieve these targets include:**

- Participate in LMG Science & Technology Initiative linking Robotics to the high school as part of the Middle Years Initiative
- Develop best practice strategies for teaching in a K-6 classroom in line with the Quality Teaching Framework
- Utilise the school’s vast technology resources to encourage student engagement
- Ensure the students continue to have access to a range of extra curricula activities to enhance the curriculum
- Apply for inclusion in Positive Behaviour for Learning program
- Continue to implement a K-6 reward system that is highly visible, fair and built on high student engagement in the classroom and extending to the playground.
**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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Class Teacher/Librarian  
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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: 