



2023 ANNUAL REPORT



www.glengarry.wa.edu.au



25 Doveridge Drive, Duncraig 6023

ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the past and present traditional owners of the land on which we work and live, the Wadjuk people of the Noongar nation. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

THE SCHOOL BOARD

Welcome to Country

Kaya and welcome to Glengarry Primary School's Annual Report. The School Board gratefully acknowledges the traditional owners of the beautiful bushland on which the school is located and where the school community learn and play every day.

We pay our respects to the Wadjuk people of the Noongar nation and to their elders past, present and emerging. As a School Board we are committed to incorporating Aboriginal culture, language and understanding into our school community and have been proud to see the new Noongar names for our school houses – Maali, Kwila, Kaarda and Yonga - integrated into the everyday language and thinking of students and staff.



School Board

Our School Board consists of parents, community members and staff and provides a balanced view to help guide the school in its planning and decision-making processes. Each member of the Board brings their own unique combination of skills and experience to contribute to the meeting discussions and I would like to thank them all for their time, efforts and enthusiasm.

Public School Review

Glengarry Primary School was formally reviewed early this year by the Dept of Education, as per their regular 3year cycle, in a Public School Review. The review followed a comprehensive process of evidence-based self-assessment by the school Leadership Team and staff using multiple data sources, all of which was provided to the review team for validation. The Review team visited the school and consulted with a wide range of school community members including the Principal, teachers, administrative staff, students, P&C members and the School Board.

The Review team strongly validated the self-assessment of the school and provided positive feedback overall for Glengarry as a school of choice for parents with strong community support and high teaching standards, driven by an evidence-based approach to learning and utilising assessments and data to focus on areas for improvement. The recent implementation of the 1:1 Technology Program was highlighted as a successful initiative to drive technology skills and, when paired with the investments in staff professional development, has been able to engage students using a variety of techniques and hands-on activities. The school staff and community should be proud of the commendations from the School Review Team for this excellent result which is the result of good forward-planning and hard work on the part of the staff and school community.

Thank-you to all our School Staff

As Chair of the School Board this year I have been hugely impressed by the amount of effort and dedication from our school staff – Leadership, teachers, support and administrative staff – to evaluate, plan, improve and change ways of working to deliver better results for our children. Our sincere thanks go to all the school staff and I look forward to working with the Board again this year to help the school continue to flourish into the future.

*Caroline Goldie
Board Chair (2023)*

The 2023 School Board comprised the following members of the school community.

- | | |
|-----------------------------------|--|
| ★ <i>Caroline Goldie (Parent)</i> | ★ <i>Stewart Lillico (Teacher)</i> |
| ★ <i>Urszula Helac (Parent)</i> | ★ <i>Jacinta Stephens (Teacher)</i> |
| ★ <i>Matthew Morgan (Parent)</i> | ★ <i>Megan Richards (Teacher)</i> |
| ★ <i>Hannah James (Parent)</i> | ★ <i>Peter Meston (Principal)</i> |
| ★ <i>Laren Collen (Parent)</i> | ★ <i>Gail Kimpton (Community Member)</i> |

Appreciation is extended to all members of the School Board for the support provided in 2023.

The School Board (2024) endorses the 2023 School Annual Report.



*Caroline Goldie
2024 School Board Chair*



*Peter Meston
Principal*

PRINCIPAL'S MESSAGE

I commend the 2023 Annual Report to the wider school community and encourage all members to appreciate the range of information provided.

The year commenced with a visit by an external team of assessor to undertake an independent school review. The effort of staff in preparing for this examination of

school processes was highly commendable and resulted in the provision of quality evidence that supported the operations embedded within our context.

The subsequent report was shared with the School Board and eventually provided for the wider community via the school's website. Given the desire to maintain the "community" tone of our whole school environment, the highlight for me that presented within the report was:

The nurturing environment extends to all stakeholders, from students who genuinely love their school, to the collegial and harmonious staff and parents and community partners invested in maintaining success.

Finally, I sincerely appreciate the efforts of Mrs Caroline Goldie (School Board Chair) and Mrs Melissa Ferguson (P&C president) who, along with their respective teams, provided excellent governance and practical support for our school. The efforts of these groups allow the students at Glengarry Primary School to flourish in a learning environment that aims to maximise individual potential.

*Peter Meston
Principal*



SCHOOL OVERVIEW

Glengarry Primary School is located in the western suburb of Duncraig, adjacent to the Mitchell Freeway and a short distance from the Indian Ocean. The school's intake zone is within the local government area of the City of Joondalup, the state electorate of Carine and the Commonwealth electorate of Moore. The school benefits from extensive community support and has ready access to a wide range of facilities. The school was constructed in 1980 in a cluster design with extensive additional work undertaken in recent times.

There is healthy bushland adjacent to the school. It has a diverse range of plants, unique to the Hepburn Heights area of the Swan Coastal plain. It is characterised by regionally significant banksia low woodland communities as well as examples of jarrah woodland, tuart copses and limestone heath vegetation.

Glengarry Primary School commenced operating as an Independent Public School as of 2015.



PARENTS & CITIZENS' ASSOCIATION

2023 has been another busy and eventful year for the P&C.

We have continued to offer numerous programs throughout the year for the students be involved in.

1. The Running Club continues to be a popular activity on Monday morning. Participants continue to achieve personal milestones and success at school athletic events as a result.
2. We saw an invigoration of the HOPE group this year. With the help and support of parent volunteers, teaching staff and students, the gardens around the school are thriving with new trees, flowers and vegetables.
3. Book Club continues its popularity amongst our avid readers with a total of 150 donated books to our library from Book Club orders throughout the year.
4. Our 2nd Hand Uniform shop continued its success, not only assisting families reduce the cost of buying new uniforms but also helping to reduce, reuse and recycle.

Our fundraising committee had a busy year and raised a total of \$20,000. This money was raised through various events held throughout the year which included:

- The meet and greet and Easter raffle in Term 1,
- Blokes & Kids Campout, and Mother's Day Stall in Term 2,
- Kids disco, the Learning Journey bake stall, Father's Day Sock Stall and the cake stall at the house athletics carnival in term 3,
- The colour blast and recent Carols by Candlelight rounded off the year in term 4.

In 2023 the P&C continued to support the school by funding vital educational programs and projects. These included:

- Athletics
- Cyber safety workshops for year 4 & 5 student cohort and a separate workshop for parents
- Bond Blocks for Years 1 & 2
- Decodable readers for years 1 to 6
- Additions to the nature play space
- A boombox
- An upgrade to the kindy sandpit



2024 is shaping to be another exciting year for the P&C. We have committed \$12,000 to fund the Athletics program for 2024 and 2025 as well as funding for an exciting new project that should take place in term 1.

On the events calendar we have confirmed dates for the annual meet and greet and AGM on Friday 16th February and the Blokes & Kids Campout is confirmed for Saturday 23rd March.

I would like to take this opportunity to sincerely thank Mr Meston and his staff for their support throughout 2023 and our amazing P&C Committee members, all of whom freely volunteer their time in between work and family commitments. We may be a small group but we all work together to achieve the success that benefits our children. And to our community of parents and carers. Without your support the P&C would not be able to contribute what we do to the school.

On a final note, we have many of our committee members with children whose time at Glengarry comes to an end today. I'd like to take this opportunity to personally thank you for your contribution to the P&C over the years and wish you and your children success on their high school journey.

The P&C would dearly love to see this void filled with some new faces in 2024. It's not hard nor time consuming but incredibly rewarding, so please consider becoming involved with the P&C during your time here at Glengarry.

Mrs Melissa Ferguson
President – Glengarry Primary School P&C

The P&C is central to the maintenance of a strong community feel in the school. A core membership is supported by a broader network of parents and families who contribute to P&C initiatives. (School Review Report, 2023)

OUR STAFF

The school is extremely well resourced with almost thirty members of the teaching staff including a Principal and two Associate Principals. The school is well supported by non-teaching staff including a Manager Corporate Services position, two School Officers, a Library Officer, Education Assistants (including assistants for special needs students), cleaners and a gardener. The school is also fortunate to have access to additional support via a Nurse, Psychologist, Dental Clinic, Speech Therapist, Chaplain and an out of school care provider.

All teaching staff at Glengarry Primary School meet the professional requirements to teach in Western Australian schools and are registered with the Teacher Registration Board of WA.



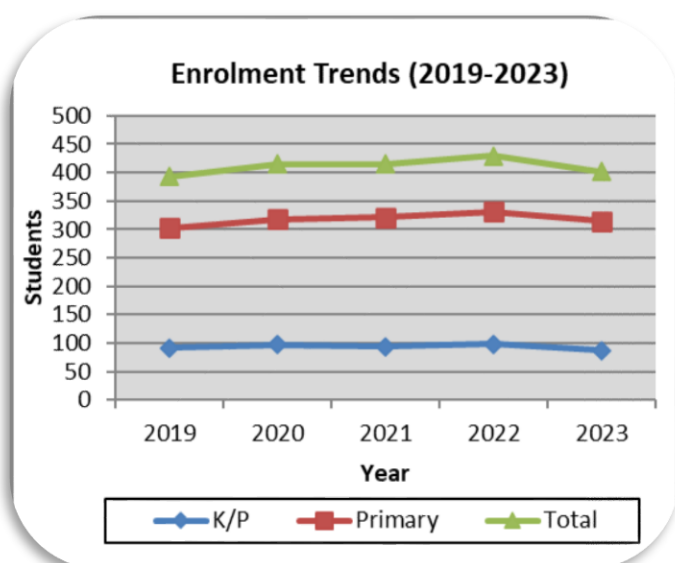
TRBWA
Teacher Registration Board
of Western Australia

“Staff and school leaders privilege pedagogical improvement as the lever most effective in unlocking the learning potential of every student. All staff will receive an investment in their teaching skill development through high impact pedagogical professional learning between 2022 and 2024”. (School Review Report, 2023)

STUDENT PROFILE

The 2023 school population of 402 students (incorporating 315 children in year 1 to 6 and 87 pre-primary / kindergarten children) was a wonderful blend of students from many different ethnic backgrounds.

High School Destinations



The Year 6 cohort of 2023 was a dynamic mix of students who supported the rest of the student body with enthusiasm. The majority of our students (over 60%) transitioned to *Duncraig Senior High School*, with almost 20% moving to *Carine, Churchlands, Warwick or Balcatta high schools*. The balance of students enrolled in local independent schools.

Once again our Year 6 students ventured to Woodman Point for camp; enjoying a wide range of

activities – including open water rafting, abseiling, orienteering and the (always popular) flying fox.

SCHOOL PLANNING

The school focus areas for 2023 were:

- Numeracy: Measurement – conversion of units, including time.
- English: Reading – comprehension through teaching of The Big 6
- English: Grammar - explicit teaching of the grammar scope and sequence.
- Social Emotional Wellbeing: resilience.

Contained within this report is evidence of the progress obtained and strategies used towards achieving the targets set for each of these focus areas. As an Independent Public School, a Business Plan is generated for a three-year period. Our current plan (2021 – 2023) concluded at the end of 2023 and as such all targets within the plan reflect expected growth for this period. This document provides evidence of progress against these goals.

LITERACY & NUMERACY

The National Assessment Program – Literacy and Numeracy (NAPLAN) was undertaken by all Year Three and Five children in March of 2023.

Following the collection and analysis of the collated data, 2024 Operational Plans have been established in an endeavour to address areas of concern. Targets have been formed to highlight intent within the new Business Plan and these are reflected in annual Operational Planning. These targets relate to being “*at or above like schools against NAPLAN*” in all assessed areas. Following consideration, all phase of learning teams will develop targets that align closely to relevant cohorts of students.

- OLI* – Year 3 NAPLAN: moderate to excellent progress within Reading & Maths
- Year 3 & 5 Writing: to be at or above like schools against NAPLAN.
- Year 3 & 5 Grammar: to be at or above like schools against NAPLAN.
- Year 3 & 5 Spelling: to be at or above like schools against NAPLAN.
- Year 3 & 5 Reading: to be at or above like schools against NAPLAN.
- Year 3 & 5 Maths: to be at or above like schools against NAPLAN.

*OLI = on-entry assessment

Year 3	Similar	All	GPS	% above NA	% above similar
Reading	423	405	406	0.2	-4.2
Writing	435	416	427	2.6	-1.9
Spelling	420	404	404	0.0	-4.0
Grammar	431	411	419	1.9	-2.9
Numeracy	427	407	425	4.2	-0.5
Year 5	Similar	All	GPS	% above NA	% above similar
Reading	529	496	533	6.9	0.8
Writing	514	483	536	9.9	4.1
Spelling	512	489	499	2.0	-2.6
Grammar	532	497	554	10.3	4.0
Numeracy	521	488	532	8.3	2.1
				NA = national average	

Provided below in Numeracy and Literacy are a series of tables that outline progress over a number of years. Given the change in the testing environment, longitudinal assessment prior to 2023 is not possible, and as such table provides a summary up to 2022 and an overview of 2023. While targets are set against “like” schools, a useful comparison is to see progress against “all” Western Australian schools. We acknowledge targets against “like” schools are aspirational, i.e. in this context Glengarry Primary School is compared with schools in the highest socio-economic areas in the city.



Comparative Performance: colour coding for charts on following slides

- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean

“The engagement in rigorous analysis of student achievement data and regular monitoring of data sets forms the basis of all pedagogical and curriculum planning. A thorough self-assessment schedule is provided for staff”.
 (School Review Report, 2023)

NUMERACY

Plan

2023 Focus

“Ensure all students are achieving year on year progress through evidence-based approaches,” (excerpt).

The Shaping Minds Pedagogical professional learning programme welcomed our "second flight" of teaching staff this year. Our teachers receive training grounded in empirical evidence from the Professional Learning on how they should teach in all subject areas. The focus on regular explicit Daily Review of key mathematics concepts ensures all students are accessing the curriculum and embedding key knowledge from any stage or progress.



Mathematics Lessons through the *Glengarry Way* approach target engagement norms, the use of whiteboards for *rapid fire* of knowledge as well as checking for understanding. It has been rewarding to see students from Pre-primary through to Year 6 becoming more familiar with the Daily Review routine and whiteboard work engagement norms.

Pedagogy

Glengarry Primary School uses a whole school approach to teach numeracy, applying the "Glengarry Way" to essential concepts and incorporating explicit Daily Reviews to develop the progressive release model of *I do, we do, you do*. To ensure consistency throughout the school, Glengarry has recently developed a bank of Daily Review resources for all teaching staff to access.

Community Engagement

This year, Glengarry extended an invitation to parents to join a workshop about the card game *Número*. The Parent Workshops effectively reinforced the mathematical ideas taught in the classroom and provides a successful way to involving parents in their children's education through a fun family activity. Glengarry plans to provide a session in 2024 that parents and students can attend jointly further progressing the friendly competition.



Teach

Student Engagement

In 2023 many of our classes participated in 100 days of school and World Math Day, where students could celebrate not only 100 days of school but share in the wonder of the number 100 through dressing up and Math based activities.

In 2023 we also celebrated another Interschool Numero competition. Students from Years 4-6 attended practise sessions across Term 3 and gave it their best shot against a strong senior St Stephens side. This opportunity enabled kids to engage with mathematical problem solving and reasoning while having fun. In 2024, Glengarry will host the competition. Fingers crossed for a victory in 2024.

Support

Our Numeracy Curriculum Leader assists all teachers with consultation on best teaching methods, providing PL at staff meetings or Staff Development days. Additionally, by analysing our Naplan/PAT Math and Westwood basic facts data and providing access to resources such as iMath, Think Mentals, and Mathletics.

Assess

Progressive Achievement Test (PAT)

Students from Years 2-6 complete the Progressive Achievement Test (PAT) standardised assessments for Numeracy - see below Term 1 v Term 3 growth across the cohorts. Overall, our Numeracy PAT data is strong with growth across all Years 2-6 from Term 1 to Term 4. With the transition to applying the same test at the year level, we will be able to demonstrate growth in that year based on the same test.

Pat Math Data T1						Pat Math Data T4					
Stanna	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6	Stanna	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6
9	2	3	1	3	1	9	6	1	5	5	5
8		1	3	2	6	8	5	4	3	12	6
7	2		8	8	3	7	9	4	8	11	11
6	3	7	7	9	16	6	6	14	7	8	11
5	7	14	11	17	12	5	12	13	10	8	17
4	7	8	5	8	13	4	8	7	7	5	3
3	13	4	5		1	3	4	5	4	2	1
2	8	10	6	2	1	2	6		3		
1	12	3	7	1	4	1		2	2		

NAPLAN

NAPLAN was conducted for Years 3 and 5 and showed particularly in Year 5 that over 85% of our students fell into the Strong to Exceeding category for Numeracy. We use this data to inform our POLT targets for Numeracy which are linked to our

short term (teaching sprints) foci and enable accountability against student achievement.

Numeracy	Performance	Students
	2023	2023
Year 3	-0.2	52
Year 5	1.0	49

Numeracy	Performance			
	2017	2018	2019	2021
Year 3	0.9	0.4	0.4	0.0
Year 5	0.1	0.2	-0.2	-0.4

Proficiency Level	NAPLAN Score Range	Numeracy	
		Year 3	
		2023	
		School	Like Sch
Exceeding	493 and above	15%	23%
Strong	378 - 492	63%	60%
Developing	311 - 377	15%	14%
NAS	310 and below	6%	4%

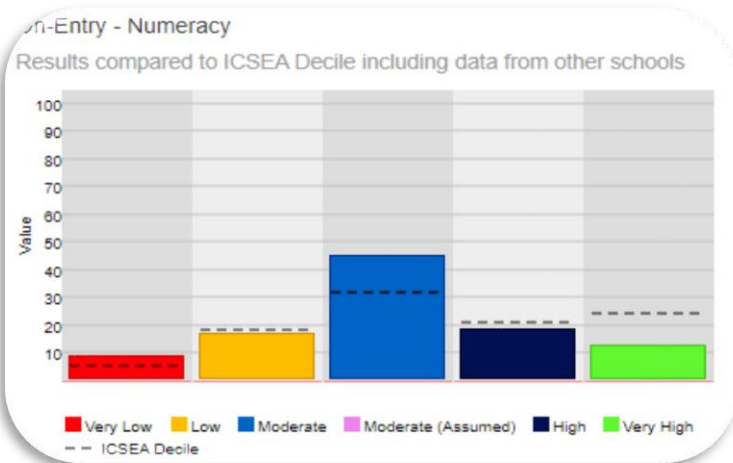
Proficiency Level	NAPLAN Score Range	Numeracy	
		Year 5	
		2023	
		School	Like Sch
Exceeding	577 and above	22%	20%
Strong	451 - 576	65%	62%
Developing	386 - 450	10%	13%
NAS	385 and below	2%	4%

Westwood

The Westwood Basic facts assessments is conducted each Semester for Years 1-6 have demonstrate individual growth across all cohorts. Specific mention of the following results:

- Year 1 – 6 Addition results for above expected levels saw an increase from 77% to 81% when comparing 2022 and 2023 results.
- Year 1 – 6 results for students above expected levels show Addition (81%) is our strongest basic fact.

2023 Overall Results	Above Expected level for age
Addition	81%
Subtraction	68%
Multiplication	65%
Division	49%



The adjacent chart show progress for students from Pre-primary (ON-entry assessment) to Year 3 NAPLAN. The school’s target was for 80% of students to achieve moderate to very high achievement. As shown, 77% of children attained this aspirational goal. Actions to address concerns have been incorporated in the 2024 Operational Plan.

LITERACY

PLAN

The Glengarry Literacy Program has maintained its commitment to developing a comprehensive and consistent 'whole school approach' to literacy. In the past year, our focus on reading, reading comprehension, writing, spelling and grammar has continued to evolve, developing a consistent teaching pedagogy across all year levels.

The role of the Literacy Leader has been instrumental in providing support for staff in the implementation of the Operational Plan and literacy programs. The Literacy Committee, comprising of staff from all phases of learning, has played a vital role in reviewing plans and literacy programs, providing valuable direction for literacy education across the school. Regular Phase of Learning Team meetings have served as a platform to discuss and set literacy targets, fostering a collaborative and informed approach.



Our connected, whole school approach to literacy education remains crucial for the development and progress of all students. The Literacy Committee has diligently reviewed and updated the Whole School Literacy Plan (WSLP), aligning it with identified priorities and new initiatives. Phase of Learning Teams discussions ensure broad feedback and informed decision-making across all staff.

TEACH

At Glengarry Primary School, our commitment to explicit teaching pedagogy in literacy is the cornerstone of our educational approach. We prioritise clear and structured instruction, ensuring that learning objectives are explicitly communicated, modelled and guided. This pedagogical approach emphasises teacher-led instruction, feedback and practice to enhance student understanding and mastery of literacy skills. By incorporating explicit teaching methods, we aim to create a robust foundation for students to excel in reading, comprehension, writing, spelling and grammar.

In 2023 we streamlined and solidified "The Glengarry Way to Teaching Literacy", to ensure whole school consistency while emphasising best practices in teaching. This approach sets the standard for our educators, providing a roadmap for delivering high-quality literacy instruction throughout the school.

We updated our whole school Grammar Scope and Sequence. This outlines the progression of grammar skills across each grade level. This document serves as a roadmap for educators, ensuring a systematic and coherent approach to teaching grammar concepts through explicit teaching and integrated into Talk for Writing lessons.

Literacy Pro, a reading comprehension program for students in Year 3 to 5, has maintained its success, motivating students to engage with a diverse range of books and texts. Notably, students have collectively read almost *38 million words*, focusing on texts where they successfully completed the comprehension quizzes. This achievement highlights the program's effectiveness in promoting extensive reading and enhancing comprehension skills.

In 2023 we held our biannual “Glengarry Speak Up” Awards. This provides students from Year One to Year Six with an opportunity to develop and showcase their public speaking skills. Mrs Helen Barns, an experienced public speaker and teacher, visited all classrooms to demonstrate effective speech delivery. The three finalists from



each year level presented their award-winning speeches at the Glengarry Speak Up Finals, attended by parents, members from the Duncraig Lions Club, staff and students. The exceptional quality of speeches reflects the dedication of our teachers and the skills honed by our students.

Our high-quality in-school and before-school Literacy Support Programs effectively cater to a significant number of students, offering support in oral reading, reading comprehension, spelling and grammar. Our early morning reading initiatives, namely Repeated Reading and Reading Express, are facilitated with the valuable assistance of dedicated parents and community members. These programs reflect our commitment to fostering literacy skills through collaborative efforts within our school community.

Recognising the crucial role of parental involvement in a child's literacy development, we hosted Parent Reading Workshops to empower parents with the tools and strategies to support their children's reading journey. These workshops provide insights into our teaching methodologies, tips for fostering a literacy-rich environment at home and guidance on how parents can actively engage in their child's literacy education. By creating a collaborative partnership between educators and parents, we aim to enhance the overall literacy experience for our students and promote a love for reading beyond the school environment. The Parent Reading Workshop is a testament to our commitment to building a strong home-school literacy connection.

In 2023, a substantial number of resources were purchased to support our Kindergarten to Year Three Letters and Sounds Program, decodable reading books, home reading books, class sets of novels and the Literacy Pro subscription for Year 3 to 5 students.

ASSESS

We use Progressive Achievement Test (PAT) and NAPLAN online testing as valuable tools to assess student progress, ensuring a comprehensive understanding of their

academic development. Brightpath serves as a writing moderation tool, utilised biannually, while data from Literacy Pro, a reading comprehension program, offers valuable insights into student performance. These assessments play a crucial role in comparative analysis and forward planning, guiding the focus areas of the Literacy Operational Plan.

Our staff utilises the Elastik online platform to analyse student data, identifying specific areas of focus within each year group. This targeted approach allows us to tailor teaching strategies to remediate any identified gaps in student understanding.

The Glengarry Literacy Program's commitment to excellence and a whole school approach has resulted in tangible achievements and positive outcomes. As we move forward, we remain dedicated to refining our strategies, consolidating evidence-based approaches and providing a solid foundation for literacy education that prepares our students for a successful future.



Story Dog – reading support

“...a highly consultative approach is taken to implementing change. Student data and staff momentum are the key drivers supporting change”.
 (School Review Report, 2023)

Reading - NAPLAN Year 3 & 5

Reading	Performance	Students
	2023	2023
Year 3	-0.7	52
Year 5	0.8	49

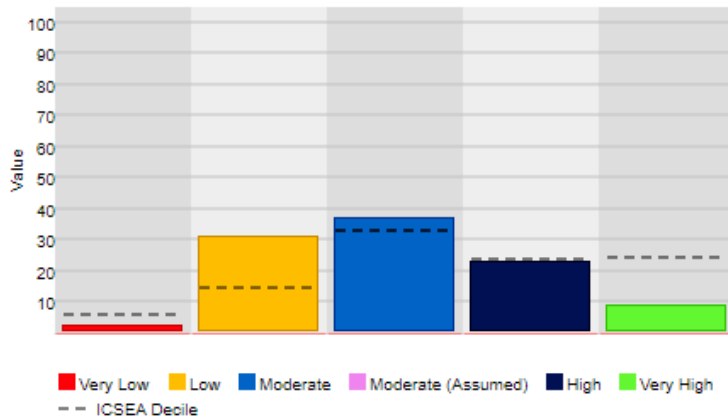
Reading	Performance			
	2017	2018	2019	2021
Year 3	-0.2	0.2	-0.1	-0.4
Year 5	-0.3	-0.6	-0.1	0.1

	NAPLAN Score Range	Reading Year 3 2023	
		School	Like Sch
		Exceeding	481 and above
Strong	368 - 480	52%	50%
Developing	282 - 367	17%	15%
NAS	281 and below	12%	5%

	NAPLAN Score Range	Reading Year 5 2023	
		School	Like Sch
		Exceeding	555 and above
Strong	448 - 554	53%	54%
Developing	377 - 447	6%	9%
NAS	376 and below	2%	3%

On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



The adjacent chart show progress for students from Pre-primary (On-entry assessment) to Year 3 NAPLAN. The school’s target was for 80% of students to achieve moderate to very high achievement. As shown, 71% of children attained this aspirational goal. Actions to address concerns have been incorporated in the 2024 Operational Plan.

Spelling - NAPLAN Year 3 & 5

Spelling	Performance	Students
	2023	2023
Year 3	-0.8	52
Year 5	-0.5	49

Proficiency Level	NAPLAN Score Range	Spelling	
		Year 3	
		2023	
		School	Like Sch
Exceeding	489 and above	12%	26%
Strong	380 - 488	56%	51%
Developing	294 - 379	29%	20%
NAS	293 and below	4%	3%

Spelling	Performance			
	2017	2018	2019	2021
Year 3	0.5	-0.5	-0.4	-0.1
Year 5	0.5	-1.3	-1.6	-0.8

Proficiency Level	NAPLAN Score Range	Spelling	
		Year 5	
		2023	
		School	Like Sch
Exceeding	553 and above	22%	27%
Strong	451 - 552	61%	53%
Developing	378 - 450	14%	15%
NAS	377 and below	2%	4%

Writing - NAPLAN Year 3 & 5

Writing	Performance	Students
	2023	2023
Year 3	-0.5	52
Year 5	1.1	49

Proficiency Level	NAPLAN Score Range	Writing	
		Year 3	
		2023	
		School	Like Sch
Exceeding	503 and above	10%	16%
Strong	370 - 502	81%	76%
Developing	296 - 369	8%	5%
NAS	295 and below	2%	2%

Writing	Performance			
	2017	2018	2019	2021
Year 3	-0.4	-0.7	0.0	0.6
Year 5	-0.7	-0.1	0.0	0.5

Proficiency Level	NAPLAN Score Range	Writing	
		Year 5	
		2023	
		School	Like Sch
Exceeding	570 and above	31%	18%
Strong	455 - 569	61%	62%
Developing	385 - 454	8%	15%
NAS	384 and below	0%	5%

Grammar & Punctuation - NAPLAN Year 3 & 5

Grammar & Punctuation	Performance	Students
	2023	2023
Year 3	-0.4	52
Year 5	1.2	49

Grammar & Punctuation	Performance			
	2017	2018	2019	2021
Year 3	0.2	0.1	0.1	0.5
Year 5	-0.5	-2.2	-0.7	-0.2

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation	
		Year 3	
		2023	
		School	Like Sch
Exceeding	523 and above	10%	18%
Strong	404 - 522	52%	53%
Developing	312 - 403	25%	23%
NAS	311 and below	13%	6%

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation	
		Year 5	
		2023	
		School	Like Sch
Exceeding	582 and above	33%	23%
Strong	470 - 581	55%	56%
Developing	397 - 469	8%	16%
NAS	396 and below	4%	5%

“The retention of information by students in transferring concepts and content from short to long term memory is the evidence-base from which instructional coaching and professional learning have flourished”. (School Review Report, 2023)

EARLY CHILDHOOD EDUCATION

Focus

Our focus in 2023 was to upskill teaching staff on Kindergarten-Year 2 programs including Letters and Sounds, Heggerty and the use of Daily reviews as part of our Glengarry Way to teaching Literacy and Numeracy.

Our 2023 On entry Data showed a reduction in Pre-primary students who sat in the bottom 75% for their oral language skills from previous years which was confirmed by the high levels of reading fluency reached by Term 4. As an ECE team we will continue to monitor and track their progress towards meeting fluency targets.

Community Engagement



With the support again of our parent group the ECE play areas got an expansion and were updated. The Pre-primary playground area was updated with a new car, bark pit area and updated sensory areas. In addition to this the Kindergarten playground was refreshed with coats of paint and topping up of sensory equipment. Nature play has also proved a high interest area for the Year One's and Two's who have continued to build teepee's and camps with the sticks, hessian and wood provided in the new lock box.

As well as engaging the parent community in whole school events such as carnivals and assemblies our ECE team provide opportunities for parents to engage in the classroom learning through our Learning Journey, incursions and yearly celebrations.

Student Engagement

Throughout the year our ECE classes have continued their connections with the “big school” through Buddy class opportunities, including the Year One classes exploring technology with Year Four classes, the kindergarten sharing the hatching chicken program with the school and engagement with buddy story time.



Directions 2024

In endeavouring to always improve and strive for excellence the ECE team will include an operational plan for 2024 that will support the ECE team at achieving consistency and high-quality teaching and invite an NQS audit.



SCIENCE

The Science teaching program at Glengarry PS delivers hands-on learning experiences to help students learn, consolidate, and apply concepts. Science Understanding (SU) is taught and reported on in Semesters One and Two. This year, the students were assessed in all Science strands, namely Physical and Chemical Science in Semester One and Biological and Space Science in Semester Two. The Science Inquiry Skills (SIS) are taught throughout the year and reported on in Semester Two. Many resources are integrated to explicitly teach SU and SIS, including 'Primary Connections,' 'Inquisitive,' 'Science: A STEM Approach,' cooperative learning activities, and digital technologies.



Year 1/2 Rolling Cars experiment



Year 3/4 Tennis Ball Elasticity

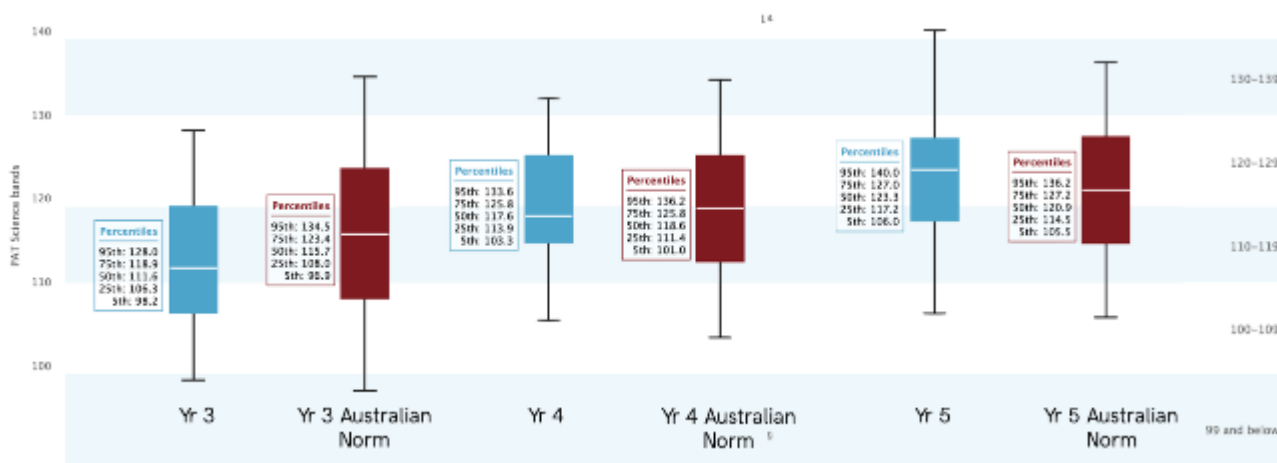


Year 5/6 Temperature and Gas

The Year 6 students from Rooms 9 & 10 actively participated in the Synergy Schools Solar Challenge, embodying our commitment to hands-on learning and STEM education. Students learned about electricity and renewable energy through this initiative while applying the STEM Engineering design process to build model solar cars. After five weeks of investigating the impact of variables such as wheel size and solar panel angle on car speed, we held the Glengarry Solar Car Race, where teams competed to represent our school at the broader Synergy Solar Car Challenge. Despite facing stiff competition from 31 schools, our students demonstrated commendable teamwork, resilience, and problem-solving prowess. Although team was unable to advance beyond the first heat, their remarkable efforts exemplified the spirit of determination and learning that defines our school community.



Progressive Achievement Tests in Science assess scientific knowledge, literacy, and inquiry skills. The charts below show that Year 4 students are tracking close to the expected norm, and more than 50% of Year 5 students exceeded the national average. The Year 3 cohort is tracking below the national standards; improving these results will be a goal for 2024.



INFORMATION & COMMUNICATION TECHNOLOGY

Information & Communication Technology

In 2023, Glengarry Primary School continued its implementation and integration of our dynamic Technology programs, particularly in Information and Communication Technology. During the year, students in Year 4 and 5 continued to embrace the initiative by bringing their own devices to school, alongside those in multi-age classes with Year 4 and 5 students. Our commitment to enhancing the proficiency of staff members instructing our 1:1 Technology classes remained steadfast, as evidenced by our collaboration with technology experts, who joined us every fortnight to provide hands-on support in the classroom. The reception of the program was highly favourable, with over 90% of students participating by providing their own device to school.

In 2023, Glengarry Primary School continued to use the Department of Education's Connect system as the primary avenue for communicating with parents. This platform facilitates class-specific notifications and the dissemination of student reports. Additionally, the school utilized the Skoolbag app to compliment Connect, providing parents with real-time notifications. Looking ahead to 2024, the school plans to enhance communication efficiency by updating its website and consolidating updates solely through Connect.



THE ARTS - MUSIC

Highlights from the Music Program at Glengarry PS in 2023 include:

- In class music, students learnt about instruments of the orchestra and explored and created music. They explored music for different purposes and music from different lands. Students used voice, Orff instruments and digital

technologies to perform and communicate their compositions and show their understanding of Music concepts.

- Students learnt about Dance in society and dance that tells a story. Each class presented an item at the conclusion of the Edudance lesson series.
- We welcomed *Kaboom Percussion* as a whole school incursion. Musicians showed us ways of making instruments and music using found and recycled objects. Classes worked on repertoire provided by *Kaboom*, learning to play in ensemble and improvise using the pentatonic scale.
 - We held a whole school NAIDOC celebration, with each class presenting artwork and sharing a story, song or dance.
- The School Choirs represented the school in important schools events including the ANZAC Ceremony (*The Last ANZAC*) and Year 6 Graduation assembly. They attended *One Big Voice* at RAC Arena.
- We continued to use Showbie for students to access learning materials and Choir repertoire. Students could share their assigned tasks through Showbie for assessment.
- The Year 6 *Glee Club* met each week and prepared solos and group songs together. These students shared Christmas songs by going ‘carolling’ through the school in December.
- Instrumental Music School Services (IMSS) were offered to selected Year 5 and Year 6 students. IMSS students and selected other students rehearsed weekly in Band.
- The Band and Choirs entertained the school community at the P&C Christmas event, performing 10 Christmas themed songs.



- The Recorder Ensemble provided extension and challenge for advanced recorder players. They performed, along with students from the IMSS Program, at school assemblies and the end of year Parent Morning Tea.

- Numerous music students from Glengarry were offered placements at GATE schools for secondary school.

LANGUAGES - FRENCH

The French language program enables all students to communicate proficiently in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Language learning broadens students’ horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent

world presents. The interdependence of countries means that people in all spheres of life have to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

The curriculum builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

Through stories such as 'Petit Poisson Blanc' and songs such as 'le fermier dans son pré' (The Farmer's in His Den) students acquire vocabulary and create short imaginative stories. Students compare the English version of a book or song with the French version to promote intercultural understanding.

To engage students in language learning, a variety of different learning activities is offered. A large amount of the learning takes place through teamwork and games such as 'Go Fish', bingo and battleship. Senior students investigated French food by making a poster on crêpes with a number of invited to bake crêpes with the French teacher.



PHYSICAL EDUCATION

Swimming: We are fortunate to offer a swimming carnival for our students and this year it was held at Craigie Leisure Centre. The Year 4, 5 and 6 students had a fabulous day participating in a range of strokes and events to include everyone.

Interschool Sport: There was a full program of winter sports being -AFL, netball, soccer and volleyball. Year Six teams, together with some Year Fives, played each of the other seven schools in our zone each Friday afternoon. At the end of Term Two, we had the Lightning Carnival at Kingsway Sporting Complex. The teams played extremely well and showed their true Glengarry sportsmanship throughout the season with our Volleyball (A) and the AFL teams winning their respective flags.



The House Cross-country event ran as usual, thanks to the many volunteers. Many children attended Monday Running Club for extra practise which is a great way to encourage running for fitness. We were lucky to have some fine weather and compete in our Interschool Cross Country with some great success from a range of year levels.

In Term Three the House Athletics Carnival went ahead, with a great response from the community and students. All Houses participated with enthusiasm and great sportsmanship. The carnival ran exceptionally well and our students had many successes. The team selected for the Interschool Athletics event at Joondalup Arena competed remarkably well with a number of significant individual successes.



SOCIAL EMOTIONAL WELLBEING

The school target for Social Emotional Wellbeing was to improve the overall results of all students as indicated via the relevant monitoring tool (Progressive Achievement Assessment, Social Emotional Wellbeing) that was administered to all students in Year 2 to 6. While findings from year to year are similar, these are consistent with other similar school settings. We will persist with current strategies including explicit teaching of values, promoting appropriate tools (e.g. Zones of Regulation, Kelso's Choices) and directed professional learning for all staff.



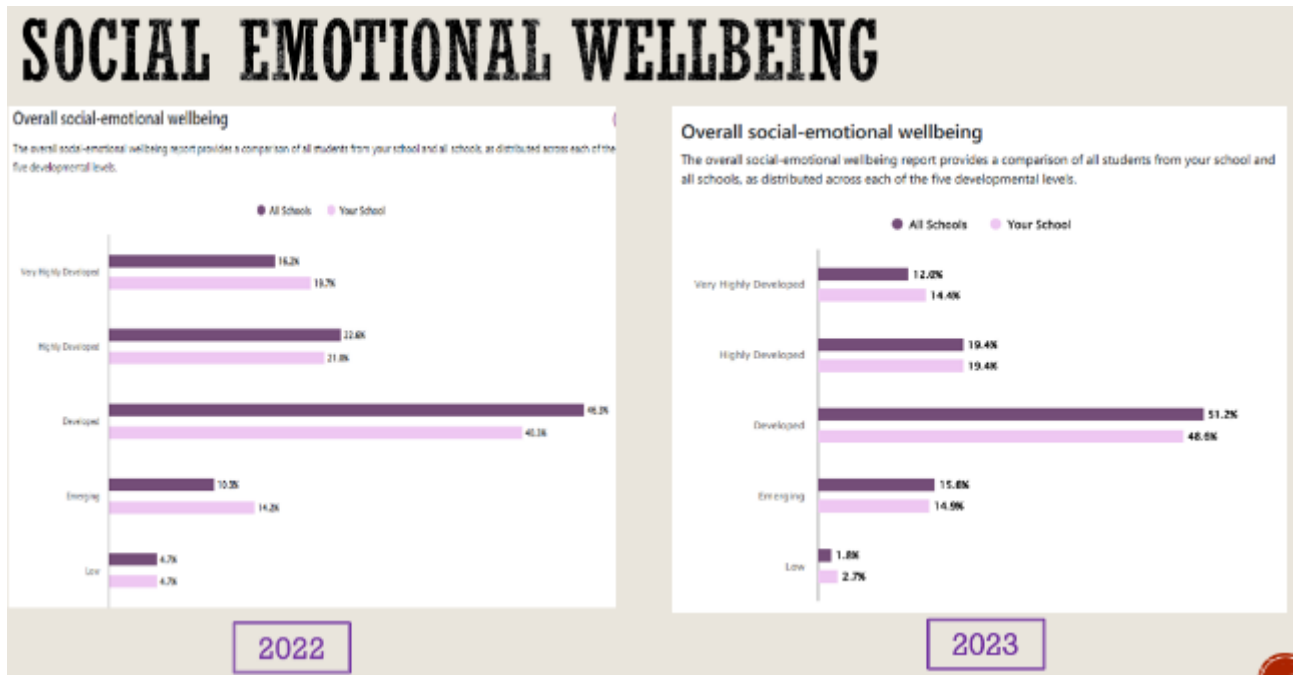
In 2023 classes continued to learn about our eight whole school values of Responsibility, Confidence, Resilience, Persistence, Respect, Cooperation, Integrity and Compassion. House Activities also continued in 2023 to help promote students understanding of these values. It's always lovely to see the care our older students show to their younger buddies in making them feel welcome, connected and a sense of belonging with one of our four houses; Kaarda, Yonga, Maali or Kwila. These multi age level sessions help students to understand how they can demonstrate these values not just within our school but their community as well.

'We Care' awards continued to be presented at assembly acknowledging students demonstrating the values throughout the month. It was wonderful to secure our Student Wellbeing Officer for the last semester to reinforce our values during breaks and in small group sessions with our students.



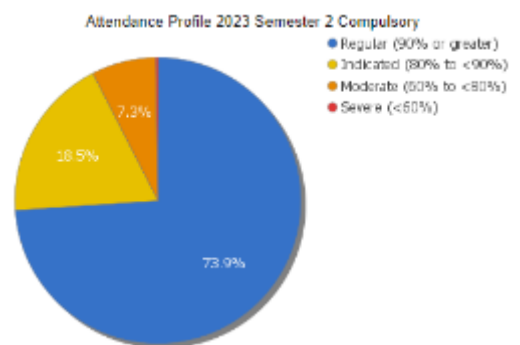
A number of social and emotional wellbeing programs are taught across the school to develop students' awareness of emotions and reactions to their emotions. Zones of Regulations continued to be embedded throughout the whole school in 2023 and students became more familiar with tools they can use to regulate their emotions and behaviours.

Rangers continued to support the lunch time play areas and opportunity for Year 5 students to be a Ranger to demonstrate leadership skills and help younger students work through any issues they have in the playground. 2023 saw a great increase in keen participants in the Ranger’s roster and It was great having their support with a number of options given to students to engage with during lunch time play.



Attendance

Glengarry Primary School has maintained high expectations for student attendance in 2023. Staff continue to monitor student attendance using the Glengarry Primary School Attendance Policy, which includes consistent contact with parents, reminder letters being sent home and school attendance being regularly encouraged through the school newsletter. Our attendance rate in Semester 2 was 91.9%, slightly higher than the comparable figure for 2022, i.e., 91.0%.



Behaviour Management and Pastoral Care

Staff at Glengarry Primary School continued to integrate our school values into lessons, as well as morning announcements and school assemblies. The student community continued to demonstrate very high standards of behaviour. A range of proactive programs continued in 2023, including BUZ Rangers, Kelso’s Choices (Junior Primary) and You Can Do It (Pre-Primary), which help teach children the behaviours and skills necessary to resolve conflict and interact effectively. For Upper Primary students the Zones of Regulation continued, with teachers regularly integrating the zones into health lessons and in discussion. Zones of Regulation is a program designed to support the development of self-regulation in students.

Super Cool Awesome Time Extra Recess (SCATER) continued as a weekly event for students, where a teacher led activity was chosen for students whose names had not been recorded on the Pastoral Care Record excessively. The majority of negative behaviour being recorded at our school is low level and managed through our Pastoral Care Policy, and support being provided for all students involved. The bulk of behaviour recorded was positive in nature, with 1763 positive interactions recorded, a slight increase on the 2022 figure of 1681.

HELP OUR PRECIOUS ENVIRONMENT (HOPE)

At Glengarry Primary School, we are dedicated to cultivating an understanding of sustainability among our students throughout their educational journey. In our pursuit of sustainability, we have worked to reintroduce native flora into our natural bush areas. Through planting, weeding, and watering practices, we endeavour to restore balance to our ecosystem.

In 2023 we continued our recycling initiative which has made significant strides in diverting school-generated waste from landfills. Recycling boxes strategically placed in each block have provided a convenient means for disposing of items such as pens, blister packs, plastics, cans, and bottles. With the invaluable assistance of community members, we have ensured that these materials are properly collected and taken to designated recycling points, thereby minimizing our environmental impact.

One notable highlight has been the active involvement of our students and parents in managing organic waste through our worm farm initiative. With the guidance of dedicated volunteers, children have eagerly fed the worms with scraps from special bins, contributing to both environmental sustainability and hands-on learning experiences.



In addition to waste management, our focus on paper recycling has empowered our Year 5 and 6 students to creatively repurpose paper into bricks, a project enjoyed by families and beneficial to the environment through reduced waste and energy savings.

Our dedicated litter wardens, affectionately known as the Bin Boys and Garbage Gals, have played a pivotal role in maintaining cleanliness across our school grounds, demonstrating a strong sense of responsibility and community pride.

In 2023 our gardening projects, led by our dedicated gardener and supported by parent volunteers, have yielded

a fruitful harvest of fruits and vegetables, enriching our school community with fresh, homegrown produce.

COMMUNITY SATISFACTION

A national “Survey of the School Community” was undertaken in 2022 following School Board endorsement. The summary below is an indication of the (89 of 279) responses and a level of “satisfaction” gained i.e., the percentage of responses that agreed with the relevant statement. This is a biennial survey and will be undertaken again (following School Board consultation) in 2024. Collated data is shared with the School Board and action implemented appropriately, i.e. a focus on improvement in communication.

Higher responses	%	Lower responses	%
<i>I can talk to my child’s teachers about my concerns.</i>	96%	<i>This school takes parents’ opinions seriously.</i>	71%
<i>My child’s teachers are good teachers.</i>	94%	<i>The school is well led.</i>	79%
<i>My child likes being at this school.</i>	93%	<i>The school has a strong relationship with the school community.</i>	80%
<i>My child feels safe at this school.</i>	92%	<i>The school looks for ways to improve.</i>	80%

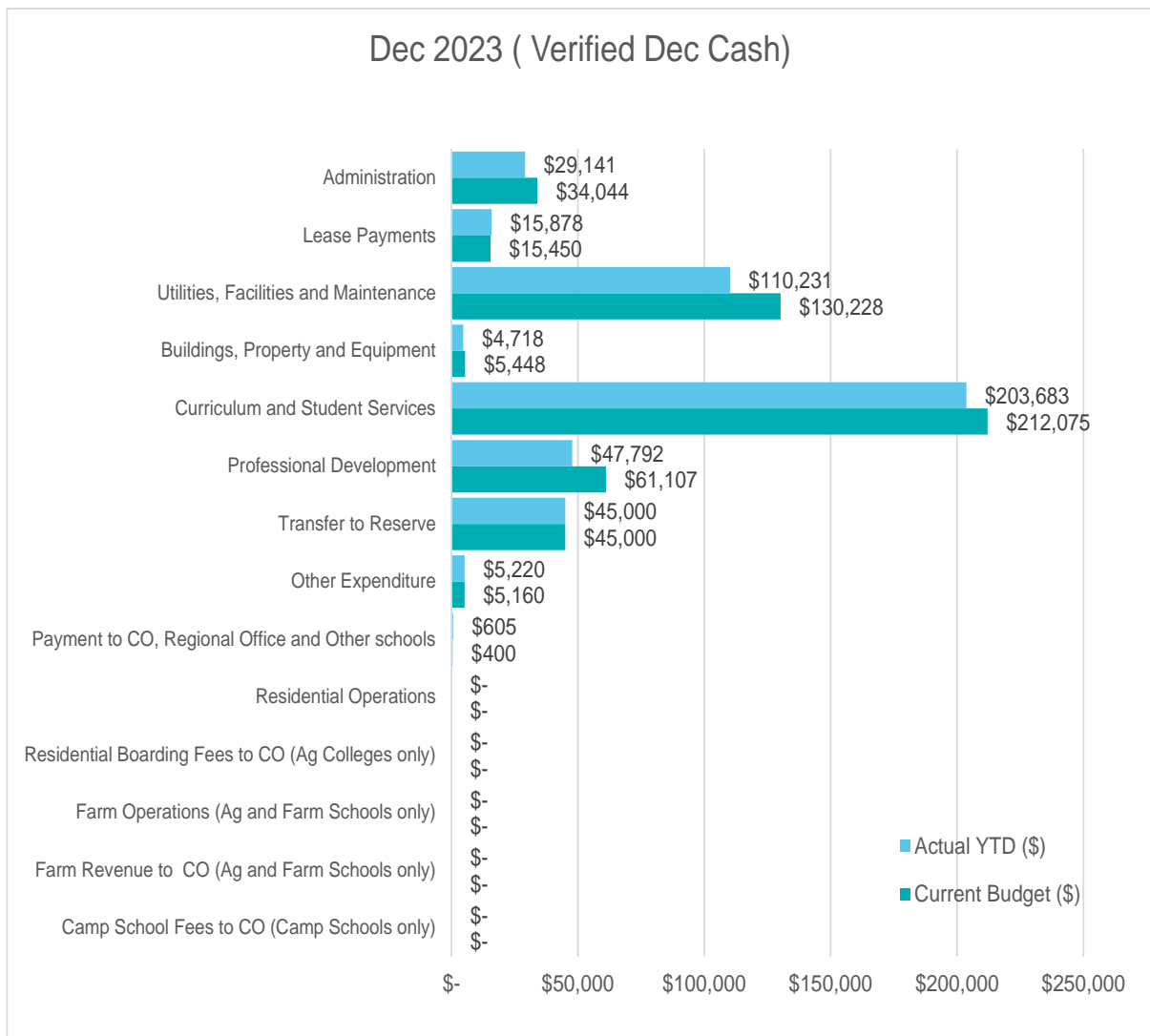
*“Parents describe Glengarry Primary School as a school of choice, and this is evidenced in high ratings achieved through parent opinion surveys. Parents find staff to be approachable and committed and school leaders to be visible.”
(School Review Report, 2023)*



One Line Budget Summary Report – Glengarry Primary School

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	103,218	103,218
Carry Forward (Salary):	273,582	273,582
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,056,525	4,056,525
Locally Raised Funds:	165,030	181,741
Total Funds:	4,598,355	4,615,066
EXPENDITURE		
Salaries:	3,779,950	3,779,950
Goods and Services (Cash):	508,912	462,267
Total Expenditure:	4,288,862	4,242,217
VARIANCE:	309,493	372,848

Goods and Services Expenditure - Budget vs Actual



Note; all financial information and tables provided by DoE.