

# 2024

## Annual Report



[www.glengarry.wa.edu.au](http://www.glengarry.wa.edu.au)



25 Doveridge Drive, Duncraig WA 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 for 2025. 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 those to come.

### School Board

This has been my second and final year as Chair of the School Board – an engaged and diverse group of parents, community members and staff with a variety of backgrounds and skills who provide a balanced view to help guide the school in its robust 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. A big welcome, also, to the newly elected members of the Board with the valuable contribution they are making to the school community.

### The year that was 2024

This year has been another busy one for the school with a packed term schedule of events and activities designed to engage and challenge the students both in and out of the classroom. From incursions and excursions to Book Week and busy bees, the school staff go above and beyond to provide positive experiences for our students and broaden their learning experiences. The school is well-supported by the highly capable P&C team who help provide many key enhancements to the school – including library books, Athletics subscriptions, sports equipment, technology support and much more, not to forget the amazing calendar of fun events!



A huge thankyou to all the teachers, admin, support staff, P&C members, parents and community members who work to make Glengarry a place where our children can grow and flourish – I look forward to seeing the school thrive into the future.

*Caroline Goldie*  
*Board Chair (2024)*  
Page | 1

The 2024 School Board comprised the following members of the school community.

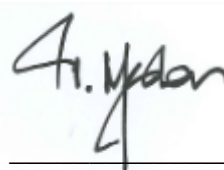
- |                            |                                   |
|----------------------------|-----------------------------------|
| ★ Caroline Goldie (Parent) | ★ Megan Richards (Teacher)        |
| ★ Matthew Morgan (Parent)  | ★ Sara Barrett (Teacher)          |
| ★ Hannah James (Parent)    | ★ Sarah Resnik (Teacher)          |
| ★ Laren Collen (Parent)    | ★ Peter Meston (Principal)        |
| ★ Ramon Rogoza (Parent)    | ★ Gail Kimpton (Community Member) |

Appreciation is extended to all members of the School Board for the support provided in 2024.

*The School Board (2025) endorses the 2024 School Annual Report.*



*Laren Collen*  
2025 School Board Chair



*Peter Meston*  
Principal

## PRINCIPAL'S MESSAGE

The 2024 Glengarry Primary School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to high quality education and our ongoing pursuit of “*maximising individual potential*”.

- Our teachers are reflective and responsive to student needs and there is ongoing, quality commitment from our school community.
- Our staff have high expectations and adopt a wide variety of innovative teaching practices. As an Independent Public School, Glengarry Primary is shaping the future of our children with a focus on collaborative learning and local community engagement.
- Our extended leadership team is committed to active management of physical and financial resources to support the needs of our students.
- Our parents, School Board and Parents & Citizens (P&C) play active and important roles in our school.

We focus on supporting all students to maximise their potential academically, socially and emotionally and pride ourselves on being part of a vibrant community, with just over 400 students. Glengarry Primary School has a clear vision and purpose, focused on quality teaching and learning. Through our motto, “We Care”, we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

The Glengarry Primary School Business Plan, developed with significant input from staff and the School Board, communicates the community our strategic direction and what we aim to achieve over a three-year period. As Principal, I regularly report to the School Board on the school’s progress towards the implementation of

strategies within the Business Plan, as well as on the achievement of established targets.

While student achievement within a range of areas of literacy and numeracy was especially pleasing, the most significant highlight for 2024 was undoubtedly the support provided by our amazing P&C. As highlighted in the P&C President's report, the generous amount of time, effort financial assistance was incredible and ultimately to the benefit of our student body.



I commend the 2024 Annual Report and thank all those who have contributed to the production.

*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

It was another busy and eventful year for the P&C. Busy in that we had a very small committee that worked hard to ensure our school community prospered both in and out of the classroom. Eventful in that the committee worked very hard behind the scenes to ensure plenty of fun and engaging social activities took place throughout the year.

Our year kicked off with the unveiling of the P&C-funded mural in the Boola Djen area. It represents the recently renamed house factions in the Noongar language

and their connections to land and sea. You will all agree that it is a stunning piece of artwork that has created a warm and welcoming space for all who use it.

At one of our first meetings of the year, Mr Meston presented the P&C with a wish list. It is a list of resources and projects that the teaching staff deem of great benefit to the learning process. They are items that usually fall outside of the school budget. The P&C voted unanimously to fund the following items:

- Mathematical bond blocks for kindy and pre primary
- measurement resources for Years 1 to 6
- Home readers, novels and literacy pro books for Years 1 to 6
- Play equipment for pre primary
- Phys ed sports carts and sporting equipment for each block
- A storage box for Makuru block for storing outdoor play equipment

In addition to this, we also funded two school teardrop banners to proudly represent Glengarry at interschool events and a new 3x6m gazebo in school colours to provide additional shade for students at outdoor events.

At our last meeting for 2024, we voted to fund 50% of the costs to replace the much-needed air conditioning in rooms 9 and 10, the library, and the staff room. These will be installed over the holidays and ready for Term 1.

In 2024 the P&C has committed over \$40,000 to projects and resources.

This year, we have continued to provide services to the school community; these include:

- The ever-popular running club
- Book club
- Second-hand uniform shop
- Canteen service
- Support to the HOPE Group

These groups are all run by our amazing parent volunteers, and we wouldn't be able to offer them without them.



We continued delivering fun and exciting events that unite our community and create a sense of belonging. These events included:

- The ever-popular blokes and kids camp out
- Easter raffle
- Mother's Day raffle, where many of the prizes were generously donated by school family-run businesses
- P&C WA Day
- The much-loved disco
- The Father's Day stall
- The hugely successful Bike Week
- and the crazy Colourblast.

Again, these events would only be possible with parent volunteers, and I would like to thank you for your efforts this year.

The P&C generates income from these events and voluntary contributions. In 2024, over \$8,800 was paid in voluntary contributions, equating to approximately 147 families who have invested in additional educational resources to further enrich their children's education.

The future of the P&C is uncertain. In recent years, we have seen a steady decline in parent volunteers on the P&C committee. This year, we were unable to fill several important positions, which was disappointing. We will have some key positions become vacant next year, with our current treasurer and Vice President ending their time at Glengarry today as year 6 parents. I will be stepping down as president at the end of this year, as next year will be my last year at the school after 13 years.

So, I urge all parents, especially those with children in the junior year groups, to consider joining the P&C next year and in the coming years. We meet twice a term for an hour. You can help shape the school's success in the coming years and make new friends with some fantastic people. The future of the P&C is in your hands.

To my fellow P&C committee members, I sincerely thank you from the bottom of my heart for all your efforts this year. We may have been small, but we achieved good things for our community. A special mention to Chris Hoetzel who was this year's worthy recipient of the Steve Manzoney Award, this is an award that recognises a member of our community who goes above and beyond and freely gives her time to the school community.

Mr Meston and the entire teaching and administration staff, you ROCK! It has been a pleasure working with you all this year. Your support has been unwavering, and judging by the many desks creaking under the weight of teachers' gifts, you are all loved and respected by the community.

Congratulations to the graduating class of 2024! I hope you will look back on your time here at Glengarry with fond memories and lifelong friends in years to come.

*Mrs Melissa Ferguson*  
*President – Glengarry Primary School P&C*

## 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.

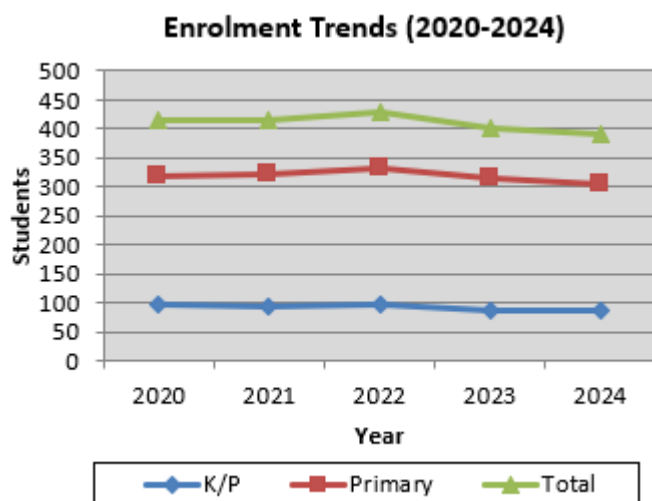


**TRBWA**  
Teacher Registration Board  
of Western Australia

## STUDENT PROFILE

The 2024 school population of just under 400 students (incorporating 305 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 2024 was described by their teachers as “an outstanding group of children throughout their schooling at Glengarry” and “remembered with pride by past teachers who spent time with them on their learning journey”. The majority of our students, (over 85%) transitioned to Duncraig Senior High School, with the balance moving to Warwick SHS, Balcatta SHS or to 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 2024 were:

- **Numeracy:** improve numeracy achievement of all students across all year levels in the areas of Number and Algebra *with a focus on place value, financial literacy and basic facts.*
- **English:** Improve Literacy achievement of all students across all year levels,
  - Reading with *a focus on comprehension through teaching of The Big 6.*
  - Grammar with *a focus on explicit teaching of the grammar scope and sequence.*
- **Social Emotional Wellbeing:** resilience: Improve overall SEW of all students across all year levels in the areas of Whole School Values *with a focus on Resilience (Zones and Kelsos choices)*
- **ICT:**
  - The 1:1 iPad program will be embedded across all Year 4 to 6 classes before the end of the current Business Plan.
  - Scope and Sequence aligned to SCSA will be developed following external consultation and embedded by 2026.
- **Early Childhood Education:** Continue to meet the NQS standards (1 to 6) through consistent reflection by K-2 team.

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 (2024 – 2026) is inclusive planning to meet the new strategies established to meet areas of need. This Annual Report provides evidence of progress against these goals in the initial year of the plan.

## LITERACY & NUMERACY

The National Assessment Program – Literacy and Numeracy (NAPLAN) was undertaken by all Year Three and Five children in March of 2024.

Following the collection and analysis of the collated data, 2025 Operational Plans have been established in an endeavour to address areas of concern. Targets have been formed to highlight intent within the 2024-2026 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.

***Overarching target: our school aspires to be at least 5% above NAPLAN national average across all assessments in Year 3 and 5 annually.***

- Literacy
  - Spelling - demonstrate improvement in stanines 6 to 9 on the Progressive Achievement Test (PAT) from Term 1 to Term 4 in Years 2 to 6.
  - Reading - develop comprehension skills in Year 1 to 6 to improve overall levels as measured by PAT.
  - Writing - demonstrate average growth on the Brightpath ruler (20 points for Year 2/3 and 10 points for Years 4 to 6) from mid-term one to mid-term four within the Narrative genre in Years 2 to 6.
  - Grammar – improve understandings of conventional language as evidenced in writing and monitored via PAT.
- Numeracy
  - Number - develop place value understanding (e.g., financial literacy, conversion of units) to improve Numeracy levels as measured by PAT in Years 2 to 6.




NAPLAN (2024) - Percentage above the National Mean											
		Maths		Reading		Spelling		Grammar		Writing	
3	Aust.	403	5%	404	7%	401	10%	408	7%	413	7%
	GPS	425		433		443		438		443	
5	Aust.	489	4%	492	3%	486	3%	498	5%	484	4%
	GPS	510		505		501		524		501	

As evidenced above, our Numeracy and Literacy targets were achieved across all areas in Year 3 with pleasing results (blue) in a number of areas. Apart from Grammar, our Year 5 cohort fell narrowly below the assigned target.

The table below provides an overview of comparative performance as compared to Western Australian “like” schools in Numeracy and Literacy. 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.

Given the change in the testing environment, longitudinal assessment prior to 2023 is not possible.

**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

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	-0.2	0.0	1.0	-0.2
Reading	-0.7	0.5	0.8	-0.5
Writing	-0.5	0.2	1.1	-0.2
Spelling	-0.8	-0.1	-0.5	-0.6
Grammar & Punctuation	-0.4	0.2	1.2	0.0

## NUMERACY

### Plan

#### 2024 Focus

*"The expert in anything was once a beginner." (Helen Hayes)*

Ensuring consistent student progress remains a key focus at Glengarry. This year, we welcomed our final cohort of teaching staff into the Shaping Minds Pedagogical Professional Learning Program, which provides evidence-based training on effective teaching strategies.

A core component of this learning is the explicit Daily Review in mathematics, reinforcing key concepts and ensuring students consistently embed essential knowledge. Through the Glengarry Way approach, lessons prioritise high engagement, the use of whiteboards for rapid recall, and effective strategies for monitoring understanding.

It has been rewarding to see students from Pre-primary to Year 6 growing in confidence with Daily Review and actively engaging in whole-school whiteboard routines. This structured, research-backed approach continues to support deep learning and build strong mathematical foundations.

## Pedagogy

Glengarry Primary School implements a whole-school approach to numeracy instruction, embedding the "Glengarry Way" to ensure essential mathematical concepts are taught with consistency and effectiveness. A key component of this approach is the integration of explicit Daily Reviews, as it guides students towards independent mastery of mathematical skills.



To further strengthen consistency, the school has introduced coaching support to ensure that research-based pedagogical practices are effectively maintained. These coaches work alongside teachers, providing guidance, modelling best practices, and supporting professional growth to enhance numeracy instruction. This structured and evidence-based approach ensures that students across the school benefit from a cohesive and systematic numeracy program, fostering deeper understanding and confidence in mathematical learning.

## Community Engagement



Last year, Glengarry invited parents and children to participate in a workshop on the card game *Numero*. The workshop successfully reinforced key mathematical concepts taught in the classroom while providing an engaging and interactive way for parents to be involved in their children's learning. By incorporating a fun, family-friendly activity, the session fostered positive attitudes towards numeracy and strengthened the home-school connection. Building on this

success, we plan to host another *Numero* parent and student night this year. This event will continue to provide families with an enjoyable and hands-on way to engage with numeracy, further supporting students' mathematical development and strengthening our school community's commitment to collaborative learning.

Additionally, the annual interschool *Numero* competition against St Stephens was a rewarding experience, showcasing students' strategic thinking and mathematical fluency. Glengarry's strong performance in the competition resulted in an exciting victory, highlighting the success of our numeracy initiatives and the enthusiasm of our students for mathematical problem-solving.

In 2024, students from Years 1 to 6 participated in a maths incursion that reinforced key problem-solving processes through fun and interactive activities. This hands-on experience strengthened mathematical understanding while fostering curiosity and confidence in tackling challenges. Following its success, we are excited to host another maths incursion this year, providing students with further opportunities to engage in problem-solving through dynamic and enjoyable learning experiences.

## **Teach**

### **Student Engagement**

Our 2024 operational targets in financial literacy were developed through the analysis of 2023 NAPLAN and PAT Math data. Teachers collaborated within their POLTS to enhance teaching and learning in this area, focusing on explicit strategies to improve student outcomes. This included sharing resources, purchasing additional classroom money manipulatives, engaging a parent with expertise in accountancy to support upper primary students, and running another successful Bunuru Enterprise Day.

Additionally, many classes participated in the **100 Days of School** and **World Math Day** celebrations, where students marked their 100th day of learning with themed activities and explored the significance of the number 100 through engaging maths-based tasks and dress-ups. These events fostered a sense of excitement around numeracy while reinforcing key mathematical concepts in a fun and meaningful way.

### **Support**

Our Numeracy Curriculum Leader supports teachers by providing consultation on best teaching practices and delivering professional learning during staff meetings and development days. This role also involves analysing NAPLAN, PAT Math, and Westwood basic facts data to inform targeted teaching strategies and improve student outcomes. Additionally, teachers are supported with access to valuable resources such as iMath, Think Mentals, Maths Hero, and Mathletics, ensuring a consistent and research-based approach to numeracy instruction across the school.

To further challenge and extend high-achieving students, the Numeracy Curriculum Leader also runs extension lessons designed to deepen mathematical understanding and problem-solving skills. These sessions provide opportunities for students to engage with complex tasks, explore advanced concepts, and apply their learning in innovative ways. By fostering critical thinking and mathematical reasoning, these lessons support students in reaching their full potential.

## **Assessment**

### **Progressive Achievement Test (PAT)**

Students from Years 2 to 6 complete the Progressive Achievement Test (PAT) standardised assessments for numeracy, providing valuable insight into student

progress. The data below reflects growth across cohorts from Term 1 to Term 3, demonstrating positive trends in numeracy development.

Overall, our Numeracy PAT data is strong, with consistent growth observed across all Year 2 to 6 cohorts from Term 1 to Term 4. With the transition to applying the same test at each year level, we will be able to measure student progress more accurately within the year, ensuring a clearer demonstration of growth based on a consistent assessment tool.

### PAT Testing Math: Term 1 to Term 4

PAT Math Data T1						PAT Math Data T4					
Stanine	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6	Stanine	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6
9	-	-	2%	-	2%	9	3%	8%	13%	6%	6%
8	2%	1%	4%	6%	7%	8	14%	11%	13%	15%	12%
7	2%	13%	4%	8%	16%	7	14%	15%	13%	18%	22%
6	5%	15%	6%	14%	28%	6	10%	19%	21%	13%	22%
5	12%	15%	35%	21%	19%	5	21%	11%	23%	15%	18%
4	15%	15%	25%	17%	16%	4	20%	16%	15%	16%	6%
3	33%	27%	10%	14%	12%	3	12%	15%	2%	13%	12%
2	18%	11%	8%	12%	-	2	5%	5%		4%	2%
1	12%	3%	6%	8%	-	1	-	-			

### NAPLAN

The 2024 NAPLAN data highlights strong performance in Year 3, with the percentage of students achieving in the exceeding category increasing from 15% in 2023 to 21% in 2024, surpassing like schools (14%) and WA public schools, 9%. Additionally, Year 3 students continue to perform well in the strong category, remaining well above WA public schools. In Year 5, the exceeding category remains stable at 20%, aligning with like schools (21%) and significantly outperforming WA public schools (12%). These results reflect the positive impact of our numeracy programs and targeted teaching strategies.

In Year 5, however, due to a 40% proportion of students at educational risk (SAER), the data—while showing strong results in the strong and exceeding bands—also reflects a higher volume of students in the developing band. This highlights the importance of continued support and differentiation to ensure all students can achieve growth and progress in their numeracy skills.



Proficiency Level	Year 3 Numeracy						Year 5 Numeracy					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	15%	21%	23%	14%	11%	9%	22%	20%	20%	21%	11%	12%
Strong	63%	54%	60%	63%	50%	50%	65%	51%	62%	61%	53%	51%
Developing	15%	19%	14%	19%	24%	26%	10%	25%	13%	14%	23%	24%
NAS	6%	5%	4%	5%	14%	13%	2%	4%	4%	4%	12%	11%

### Westwood Basic Facts

The Westwood Basic Facts 2024 data highlights strong growth across all year levels, reflecting the impact of The Glengarry Way and the consistent use of Daily Reviews in numeracy instruction. Addition results were particularly strong, with 96% of Year 6 students achieving above standard. Subtraction also showed significant improvement, with 88% of Year 6 and 71% of Year 5 students performing at a high level. Multiplication proficiency was strongest in Year 5 at 83% and Year 4 at 72%, demonstrating solid foundational understanding. Division results were equally impressive, with Year 4 increasing to 76% above standard, followed by Year 6 at 63%. These results confirm that our whole-school pedagogical approach is effectively supporting students in building confidence and fluency in essential numeracy skills.

*Percentage of students at or above expected level in 2024*

	Year 4		Year 5		Year 6	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Addition	90%	100%	92%	98%	98%	100%
Subtraction	88%	91%	87%	91%	98%	100%
Multiplication	92%	98%	85%	96%	96%	100%
Division	85%	98%	74%	89%	91%	98%

## LITERACY

### Plan

This year, Glengarry Primary School has built upon its strong foundation in literacy by further embedding a whole-school approach to teaching and learning. A key focus has been refining the teaching of reading, comprehension, writing, spelling, and grammar to foster a shared pedagogy across all year levels.

With the majority of staff trained in the 'Glengarry Way' pedagogy, the school has prioritised the effective implementation of this approach. The Literacy Leader has provided essential guidance and support to staff in delivering the school's

Operational Plan and literacy programs, ensuring alignment with best practices. The Literacy Committee, representing educators from all phases of learning, has played a key role in evaluating and refining literacy initiatives to drive improvement.

Regular Phase of Learning Team meetings have continued to serve as a forum for setting and reviewing literacy targets, promoting collaboration and informed decision-making among staff. Maintaining a connected, whole-school approach remains fundamental to ensuring student progress and achievement.

A significant focus this year has been implementing literacy programs that were previously reviewed and refined within the Whole School Literacy Plan (WSLP). Through ongoing discussions within the Literacy Committee and Phase of Learning Teams, staff have worked collaboratively to embed these programs into practice, ensuring a cohesive and targeted approach to improving student outcomes. In 2024, our priority has been to improve literacy achievement for all students across year levels, with a particular emphasis on reading comprehension through The Big 6 framework and explicit grammar instruction following our Whole School Grammar Scope and Sequence.



### **Teach**

A commitment to explicit and structured literacy instruction continues to define teaching practices at Glengarry Primary School. Through 'The Glengarry Way,' teachers provide clear, intentional instruction, ensuring students receive consistent and high-quality literacy experiences across all year levels. The approach emphasises teacher-led instruction, structured feedback, and purposeful practice to develop students' reading, comprehension, writing, spelling, and grammar skills.



This year, we have placed particular emphasis on refining grammar instruction through our Whole School Grammar Scope and Sequence. This structured progression of skills ensures a cohesive approach to teaching language conventions across all year levels. By integrating this framework within Talk for Writing lessons, staff have been able to deliver targeted and explicit grammar instruction, strengthening students' understanding and application of key concepts.

Reading comprehension has been another major focus in 2024, guided by The Big 6

framework, which underpins our approach to reading instruction. By explicitly teaching oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies, we have worked to deepen students' engagement with texts and enhance their ability to interpret and analyse information effectively.

To support reading fluency, targeted intervention programs such as Repeated Reading and Reading Express have been delivered both in-school and before school, providing students with valuable opportunities to develop fluency and comprehension skills. Additionally, the introduction of a Story Dog program for Year 4 students has offered a unique and engaging way to build confidence in reading, with students benefiting from one-on-one reading sessions in a relaxed and supportive environment.

The Literacy Pro program, implemented in Years 4 and 5, has continued to foster independent reading and comprehension development. This year, students collectively read nearly 32 million words, demonstrating strong engagement with texts and a commitment to developing their reading skills.

Our efforts to nurture a love of reading have extended beyond the classroom through a range of initiatives with the wider community. Highlights from this year included a vibrant Book Week celebration, a Book Fair during our School Learning Journey, and participation in external literacy programs such as the Premier's Reading Challenge and The Craig Silvey Award, pictured. A standout achievement was one of our Year 4 students securing second place in this prestigious competition, reflecting the high quality of writing produced at Glengarry.

While the Parent Reading Workshop did not proceed due to lower numbers, this reflects the confidence many families have in supporting their children's reading development at home. We continue to provide guidance and resources to parents to ensure a strong home-school literacy connection.



To further enhance comprehension, new resources were created to build students' background knowledge, supporting deeper engagement with texts across all year levels. Additionally, more class sets of novels and picture books were purchased to enrich classroom libraries, ensuring students have access to high-quality literature that aligns with our teaching approach.

## **Assess**

A rigorous and data-driven approach to assessment remains central to literacy instruction at Glengarry Primary School. Progressive Achievement Tests (PAT) and NAPLAN online testing continue to provide valuable insights into student progress and academic development. Brightpath remains an integral part of our writing moderation process, conducted biannually to ensure consistency in assessment across year levels. This year, we collaborated with schools within our network for

a moderation writing session, ensuring greater alignment in assessment practices. This initiative enhanced the consistency and accuracy of our writing assessments, fostering a shared understanding of standards across schools. Additionally, data from Literacy Pro, which tracks reading comprehension for Year 4 and 5 students, offers further insight into student performance and engagement with texts.



The use of the Elastik online platform has allowed for in-depth analysis of student data at the class, Phase of Learning Team, and whole school levels. This targeted approach helps identify emerging trends, ensuring that teaching strategies are adjusted to address specific student needs. The data also informs the Literacy Operational Plan, guiding focus areas for continued improvement.

Moving forward, we remain dedicated to refining our assessment practices, embedding evidence-based strategies, and strengthening our whole-school approach to literacy. By maintaining consistent and structured assessment processes, we ensure that every student receives the support needed to develop strong literacy skills and achieve their full potential.

Proficiency Level	Year 3 Reading						Year 5 Reading					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	19%	22%	31%	29%	16%	17%	39%	22%	34%	31%	18%	19%
Strong	52%	66%	50%	49%	45%	43%	53%	61%	54%	52%	51%	47%
Developing	17%	5%	15%	15%	24%	21%	6%	12%	9%	12%	18%	19%
NAS	12%	7%	5%	7%	14%	17%	2%	6%	3%	5%	11%	13%

Reading: sound comparisons for Year 3 v. “Like Schools” with an increase in “Developing” in Year 5 as compared to 2023.

Proficiency Level	Year 3 Spelling						Year 5 Spelling					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	12%	17%	26%	22%	15%	14%	22%	24%	27%	30%	20%	21%
Strong	56%	53%	51%	51%	42%	43%	61%	51%	53%	49%	48%	46%
Developing	29%	26%	20%	23%	28%	28%	14%	16%	15%	16%	20%	21%
NAS	4%	3%	3%	5%	13%	13%	2%	10%	4%	4%	11%	11%

Spelling: expected levels across all levels in Years 3 and 5 apart from the 10% “not above standard” in Year 5. Additional support will be targeted for these children.

Proficiency Level	Year 3 Writing						Year 5 Writing					
	School		Like Schools		WA Public Schools		School		Like Schools		WA Public Schools	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Exceeding	10%	16%	16%	13%	9%	9%	31%	16%	18%	16%	10%	10%
Strong	81%	81%	76%	77%	65%	67%	61%	63%	62%	66%	54%	54%
Developing	8%	2%	5%	8%	14%	14%	8%	18%	15%	15%	22%	23%
NAS	2%	2%	2%	3%	10%	9%	0%	4%	5%	4%	12%	11%

Writing: impressive results in Year 3 with pleasing comparisons in Year 5.

PAT Testing Reading: Term 1 to Term 4											
PAT Reading Data T1						PAT Reading Data T4					
Stanine	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6	Stanine	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6
9	-	-	-	-	-	9	8%	5%	-	2%	8%
8	2%	2%	4%	4%	4%	8	10%	-	17%	4%	10%
7	11%	12%	12%	2%	15%	7	10%	25%	20%	16%	35%
6	11%	10%	18%	25%	36%	6	24%	19%	24%	30%	25%
5	13%	17%	28%	23%	23%	5	31%	19%	15%	22%	14%
4	21%	21%	17%	22%	16%	4	8%	10%	8%	9%	4%
3	16%	16%	17%	12%	2%	3	6%	10%	15%	4%	2%
2	14%	12%	-	6%	2%	2	3%	12%	-	9%	2%
1	12%	10%	4%	6%	2%	1	-	-	-	4%	-

Progressive Achievement Test (PAT): provides evidence of growth from Term 1 to Term 4. Stanine ("standard nine" scaled scores) where stanine 1 is low. The shift to above average (stanine 5) in Term 4 is pleasing across all year levels.

## EARLY CHILDHOOD EDUCATION

### PLAN:

Pre-primary On-entry data showed that we have 85% of students with strong oral language skills. Teachers were able to capitalise on this through beginning the Home Reading program earlier than usual- which provided sound Fluency data for the end of Semester 2 (over 62% of students achieving the benchmark for their Words per minute rate).

On-entry Oral Language: assessment undertaken in Pre-primary and indicative of NAPLAN in Years 3 and 5. Pre-primary in 2019 = Year 5 in 2024 and indicative of significant levels of intervention prior to NAPLAN assessment in 2024. Conversely, levels identified in 2021 on-entry correspond well to 2024 Year 3 NAPLAN.

ON-ENTRY ORAL LANGUAGE PERFORMANCE COMPARISON						
State v. Glengarry Primary School						
STATE	2019	2020	2021	2022	2023	2024
< 25%	7%	9%	6%	9%	7%	9%
25%-50%	6%	13%	15%	10%	13%	6%
50%-75%	49%	19%	23%	14%	29%	34%
>75%	38%	59%	56%	67%	51%	50%

#### Community Engagement:

The ECE team put on another packed calendar of events including but not limited to PMP (Perceptual Motor Program), Mother's Day, FUDGE, Book Week Dress up, Harmony Week/Day, Kindy Busy Bee, Hospital Incursion, Muddy Gully, Chick Hatching program, Community Helper visits – Traffic Warden, Police, School Nurse and End of year celebrations. It is always a great way to build community and strengthen relationships with parents/carers.



#### **TEACH:**

In 2024, our bank of Daily Review slides in Literacy and Numeracy have extended further and we now see Kindy to Year 2 having access to resources to provide consistency. As well as this our Kindy and Pre-primary classrooms were a buzz with all things technology in Semester 2. Kindy – Year 1 teamed up with their buddy classes to learn about ICT skills including: taking photos, taking a selfie, learning how to make a book in Book Creator.








## ASSESS:

Our aim is to provide quality teaching and learning in supportive highly engaging ECE classrooms. We are held accountable through our termly National Quality Standard (NQS) reflection as a combined K-2 Phase of Learning Team (POLT).

This year, in addition, we invited an external audit from the NQS assessors and had our classrooms, planning, resources and staff scrutinised against the standards. This was a powerful reflective process and while it highlighted tremendous celebrations, it also ensured we continued to strive for improvement.

Australian Early Development Census (AEDC) data for our Pre-primary students (completed triennially) shows that as a population our students have decreasing social competency skills. With this in mind, our school will continue to promote the Triple P programs, facilitate parent workshops on literacy and numeracy and ensure our parent information packs include “readiness for school” information as endorsed by the Department of Education.

AEDC 2024 Profile compared to previous years.

		2009		2012		2015		2018		2021		2024		Critical difference		
		n	%	n	%	n	%	n	%	n	%	n	%	2009 vs 2024	2021 vs 2024	
	Physical health and wellbeing	On track	28	87.5	42	77.8	35	89.7	50	98.0	48	92.3	28	93.3	No Change	No Change
		At risk	3	9.4	7	13.0	4	10.3	1	2.0	2	3.8	1	3.3	No Change	No Change
		Vulnerable	1	3.1	5	9.3	0	0.0	0	0.0	2	3.8	1	3.3	No Change	No Change
	Social competence	On track	28	87.5	49	90.7	39	100.0	47	92.2	48	92.3	24	80.0	No Change	Decrease
		At risk	4	12.5	4	7.4	0	0.0	4	7.8	4	7.7	3	10.0	No Change	No Change
		Vulnerable	0	0.0	1	1.9	0	0.0	0	0.0	0	0.0	3	10.0	Increase	Increase
	Emotional maturity	On track	27	84.4	42	79.2	39	100.0	43	84.3	46	88.5	25	83.3	No Change	No Change
		At risk	4	12.5	9	17.0	0	0.0	8	15.7	6	11.5	3	10.0	No Change	No Change
		Vulnerable	1	3.1	2	3.8	0	0.0	0	0.0	0	0.0	2	6.7	No Change	No Change
	Language and cognitive skills (school-based)	On track	24	75.0	50	92.6	39	100.0	51	100.0	50	96.2	29	96.7	Increase	No Change
		At risk	6	18.8	3	5.6	0	0.0	0	0.0	0	0.0	0	0.0	Decrease	No Change
		Vulnerable	2	6.3	1	1.9	0	0.0	0	0.0	2	3.8	1	3.3	No Change	No Change
	Communication skills and general knowledge	On track	28	87.5	45	83.3	39	100.0	48	94.1	47	90.4	28	93.3	No Change	No Change
		At risk	3	9.4	6	11.1	0	0.0	2	3.9	5	9.6	1	3.3	No Change	No Change
		Vulnerable	1	3.1	3	5.6	0	0.0	1	2.0	0	0.0	1	3.3	No Change	No Change

## DIRECTIONS:

This year’s NQS audit found that Standards 1 and 3 were we can improve and as such in 2025 we will journey as an ECE team to consider what our “Philosophy of

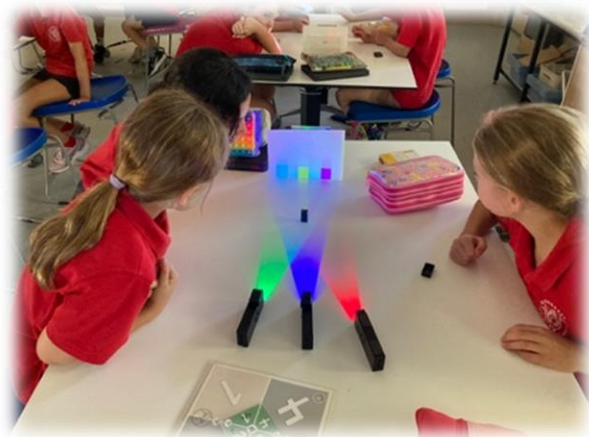
Play” is and how we can best support our Year 1-2 classes with access to “purposeful play” resources.

## SCIENCE

The Science program at Glengarry Primary School provides hands-on learning experiences that support students in developing, consolidating, and applying scientific concepts. Science Understanding and Inquiry Skills are taught across both semesters, with Physical and Space Science covered in Semester One and Biological and Chemical Science in Semester Two. A diverse range of resources, including Primary Connections, Inquisitive, Science: A STEM Approach, cooperative learning activities, and digital technologies, are integrated to enhance explicit science instruction. This comprehensive approach ensures students engage meaningfully with scientific concepts while developing inquiry and problem-solving skills.



*Year 1/2 Observing minibeasts*



*Year 5 Mixing coloured lights*



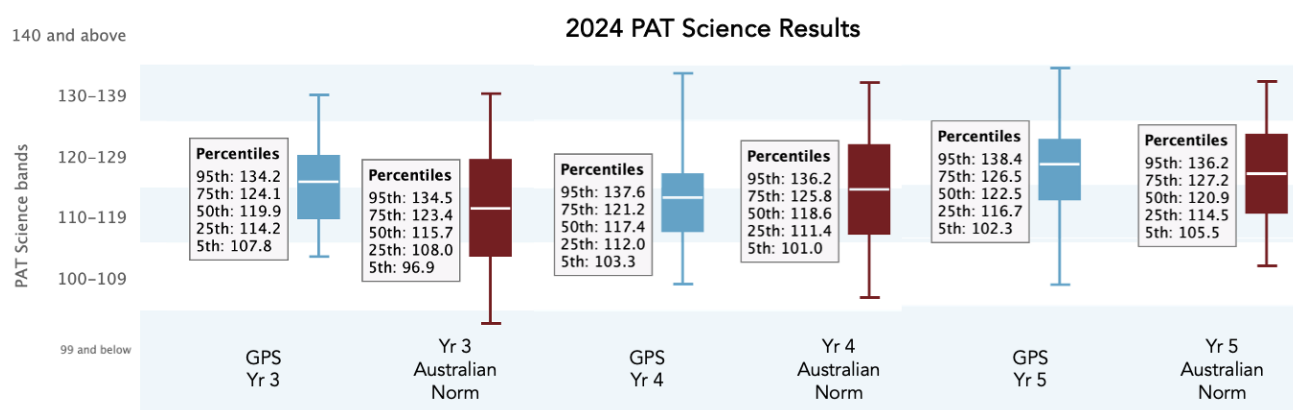
The Year 6 students from Rooms 9 and 10 participated in the Synergy Schools Solar Challenge, demonstrating their engagement in STEM learning and applied engineering principles. Over five weeks, students explored electricity and renewable energy, using the STEM Engineering Design Process to construct and test solar-powered cars. The team competed against 31 schools at St. Mark's Anglican

Community School, successfully advancing to the grand final despite challenging weather conditions. Their efforts resulted in Glengarry achieving 3rd place in the North Metro Synergy Solar School Challenge, reflecting the students' teamwork, resilience, and problem-solving capabilities. This achievement highlights the school's commitment to fostering innovation and excellence in STEM education.



Progressive Achievement Tests in Science assess scientific knowledge, literacy, and inquiry skills. The results reflect sound scientific knowledge, literacy, and inquiry

skills among students in Years 3, 4, and 5. Median scores across all year levels exceeded national benchmarks, with the Year 3 and 5 cohorts performing particularly well at the upper percentiles. The Year 4 cohort's 75th percentile was slightly lower than the Australian norm, while the Year 5 results displayed a longer lower tail, indicating greater variability in student performance. These insights will help inform targeted teaching strategies to further support student learning and achievement in Science.



## INFORMATION & COMMUNICATION TECHNOLOGY

In 2024, Glengarry Primary School continued to enhance its dynamic Technology programs, with a strong focus on Information and Communication Technology. Students in Years 4, 5, and 6, along with those in multi-age classes, actively participated in the 1:1 iPad program, which has become an integral part of their learning experience. The school remained committed to embedding the program across all Year 4 to 6 classes, which aligns with our current business plan. To support this, staff received ongoing professional learning, with technology experts providing hands-on support in the classroom every fortnight. Participation in the program remained strong, with 95% of students in Years 4 to 6 bringing their own iPads to support their learning.

Looking ahead, Glengarry Primary School has commenced work on developing a comprehensive Scope and Sequence aligned with the School Curriculum and Standards Authority (SCSA). This process will include external consultation to ensure best practices are embedded in our teaching and learning programs. The Scope and Sequence is scheduled for full implementation by 2026, further strengthening the integration of digital technologies in the classroom.

Throughout 2024, Glengarry Primary School continued to use the Department of Education's Connect system as the primary communication platform for parents. This system allowed for efficient sharing of class-specific notifications and student reports. As part of our commitment to streamlining communication, the school has refined its website and consolidated updates through Connect to ensure parents receive clear and timely information.

## THE ARTS - MUSIC

Highlights from the Music Program at Glengarry PS in 2024 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 (including recorder) and digital technologies to perform and communicate their compositions and show their understanding of Music concepts.
- We welcomed *Musica Viva: The Adventures of Jack, the Space Cowboy* as a whole school incursion and unit of work. Classes worked on learning modules provided by *Musica Viva*, learning to play in ensemble, improvise using the minor pentatonic scale and use digital technology to manipulate sound for their compositions.
- We explored “Deadly Artists” and learned about Indigenous musicians including Archie Roach, Christine Anu and Warumpi Band.
- The School Choirs represented the school in important school events including the ANZAC Ceremony (*Four Hundred Seasons*) and Yr 6 Graduation assembly. The Year 4 and Senior Choirs attended *One Big Voice* at RAC Arena.
- Glengarry hosted one of the WA Govt Schools Music Society *Schools Make Music Concerts* at Crown Theatre. Three GPS students were MCs for the evening, and our Senior Choir presented a medley entitled *Weather*.
- We continued to use Showbie for students to access learning materials and Band & 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.
- We invested in African drums and students explored ways to work together in drum circles, as well as improvising, creating pieces with set form, and call & response playing.
- Instrumental Music School Services (IMSS) were offered to selected Yr 5 and Yr 6 students. IMSS students and selected other students rehearsed weekly in Band.
- 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.
- As part of the school *Learning Journey*, students performed in Ngala Maya. The Yr 4 Choir, Senior Choir, Combined Choirs, Band and Recorder Ensemble presented a concert for visitors, and then the 6 IMSS groups of Yr 5 and 6 students provided busking-style entertainment at different places around the school. Families were able to visit the Music room for their child to share their Music class experiences.



- 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.

The Olympic Games in Paris were a big part of the French program in 2024. Room 7 shared their knowledge during their assembly by singing the Olympic song 'Cinq anneaux et une flamme' partly in French and English.

All students who study French enjoyed the bilingual puppet theatre show 'Le Livre De La Jungle' ('Jungle Book') from Carroussel Theatre. Students participated and responded enthusiastically, identifying and comparing favourite elements and making simple statements about characters or themes.



## HEALTH & PHYSICAL EDUCATION

### Health and Values

In 2024 classes continued to learn about our 8 whole school values of Responsibility, Confidence, Resilience, Persistence, Respect, Cooperation, Integrity and Compassion.

Our House Activities also continued in 2024 to help promote students understanding of our whole school 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 4 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 Wellbeing officer for the last semester to reinforce our values at recces and lunch 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 2024 and students became more familiar with tools they can use to regulate their emotions and behaviours. Year 5 Rangers continued to support the lunch time play areas. Rangers is an opportunity for Year 5 students to demonstrate leadership skills and help younger students work through any issues they have in the playground. 2024 saw a great increase in keen participants in the Ranger roster and it was great having their support with a number of options given to students to engage with during lunch time play.

We also had an increase in participation of extra lunch time activities run by our staff including dance club, ninja warriors, yarning club and art in the park.



## 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, although extremely hot, participating in a range of strokes and events to include everyone.



Interschool Sport: We were fortunate to have a full program of winter sports being -AFL, Netball, Soccer & Volleyball. Year Six teams, together with some Year Fives, played each of the other seven schools in our zone each Friday afternoon. Unfortunately, due to weather, our usual Lightning Carnival at Kingsway Sporting Complex was cancelled.

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.

### CONNECTIONS TO COMMUNITY

We were lucky enough to receive 2 Sporting Schools grants over the year which included coaches from AFL, Baseball and Gymnastics impart their knowledge and teach the students a range of skills in these areas.



### Highlights of 2024:

- Selected as the only school in Western Australia to have the AFL Premiership Cup visit with former Eagles player Josh Kennedy.
- Visits from the Western Australian BBL Cricket team, the Scorchers. Players including Mathew Kelly, Sam Fanning and Lance Morris practiced some batting and bowling skills with students at lunch time.
- Bike week where we had a Paralympian and a World Transplant games athletes attend
- Kristian Doolittle, from the Wildcats Basketball team, also gave up his time to visit us and run a basketball session with our Year 3 class.
- SEDA (Sports Education & Development) College sent netballers who came out to take a number of training sessions.



### DIRECTIONS IN 2025:

- Maintain high quality explicit teaching of the Zones of regulation and our eight Glengarry values
- Employ the Kiddo program for Fundamental Movement skills in Kindergarten and Pre-primary
- Consider acknowledging Champion awards for key sporting events
- Maintain connections with Carine District School Sports Association through interschool sports events

- Continue to foster community connections
- Actively promote Respect as our focus
- Develop an Upper primary “Active Citizenship” program

## SOCIAL EMOTIONAL WELLBEING

The school’s Social-Emotional Wellbeing (SEW) target for 2024 was to improve the overall wellbeing of all students across all year levels, with a particular emphasis on resilience. This was monitored through the Progressive Achievement Assessment in Social-Emotional Wellbeing, administered to students in Years 2 to 6. Results showed a higher number of students achieving in the *very highly developed* and *highly developed* categories, while other categories remained consistent with previous years and similar school settings. This positive trend reflects the effectiveness of the school’s evidence-based strategies, including explicit teaching of values through the use of SDERA resources & Beyou tools, targeted professional learning for staff, and promoting regulation tools such as the *Zones of Regulation* and *Kelso’s Choices*.

Throughout 2024, students engaged deeply with Glengarry Primary School’s eight whole-school values: Responsibility, Confidence, Resilience, Persistence, Respect, Cooperation, Integrity, and Compassion. House Activities remained a key initiative in fostering a sense of belonging, with older students continuing to mentor their younger buddies across the four houses: Kaarda, Yonga, Maali, and Kwila. These multi-age sessions allowed students to demonstrate values within the school and in the broader community.

The *We Care* awards were once again presented at assemblies, recognising students who consistently demonstrated the school values. Our Student Wellbeing Officer (SWO), who has been an integral part of the school community, continued to provide valuable support throughout the year. The SWO was key in fostering student wellbeing through various initiatives, including *Art in the Park*, the *Cotton Sensory Sand Station*, Social Stencil with Year 2’s and *Year 4 Resiliency Sessions* in collaboration with Scripture Union Interns. Our SWO also facilitated a *Friendship Social Stencil Group* for students needing additional support in developing social skills.

Additionally, she actively supported the *Rangers* program, contributed to school newsletters, and presented *We Care* certificates at assemblies. Her presence extended beyond structured programs, as she attended the ANZAC Day service, supported students during swimming lessons, and engaged with families during *Friday Senior Sport*, strengthening connections between students, staff, and the broader school community.

A key focus in 2024 was consolidating the use of the *Zones of Regulation* program to further support students in understanding and managing their emotions. Students became increasingly confident in identifying their emotional states and applying self-regulation strategies when needed. The *Rangers* program also

continued to thrive, providing Year 4/5 students with leadership opportunities and equipping them to assist younger students in resolving playground conflicts.

In 2024 our school community held many events that promoted connectedness and partnerships with families. These included:

- Triple P Positive parenting workshop (Hosted by Davallia in conjunction with our School Psychologist)
- Harmony Week
- RUOK Day
- Learning Journey
- Chevron Tough stuff program for our Year 5 students focusing on mental health culminating in a 4km Run around the oval

As Glengarry Primary School continues to prioritise Social-Emotional Wellbeing, a strong focus on resilience will remain a key component of our whole-school approach. This will ensure students develop the skills to navigate challenges and thrive both academically and personally.

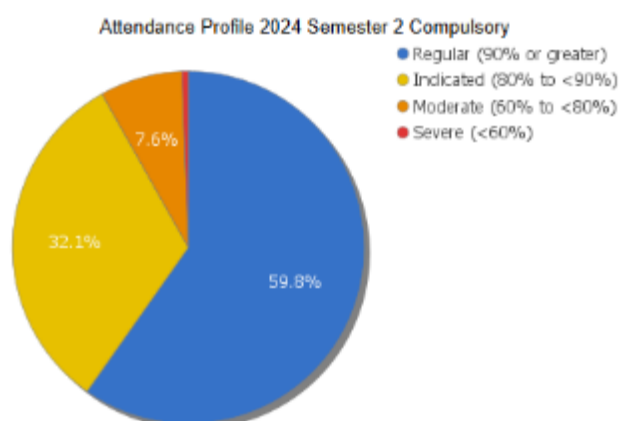


In 2025 we will aim to move our attention toward RESPECT given our acceptance into the Action Respective Initiative for 2025.

## Attendance

Glengarry Primary School has maintained high expectations for student attendance in 2024. Staff continue to monitor student attendance closely, following the *Glengarry Primary School Attendance Policy*, which includes consistent communication with parents, reminder letters, and regular promotion of the importance of attendance through the school newsletter.

Our attendance rate in *Semester 2, 2024*, was 90.4%, a slight decrease from 91.9%



in 2023. This decline was primarily due to increased families taking holidays during the school term. While overall attendance remains strong, we will continue to reinforce the importance of regular attendance and work with families to minimise disruptions to student learning.

### **Behaviour Management and Pastoral Care**

Staff at Glengarry Primary School continued to integrate our school values into lessons, morning announcements, and school assemblies, reinforcing positive behaviours and expectations across all year levels. The student community maintained a high standard of behaviour throughout 2024, with significantly more positive interactions recorded than negative ones. 1,428 positive interactions were documented, reflecting the school's strong commitment to fostering a supportive and values-driven environment.

Proactive programs continued in 2024 to support student wellbeing and positive behaviour. BUZ Rangers, Kelso's Choices (Junior Primary), and You Can Do It (Pre-Primary) remained key programs in teaching students essential social skills and conflict resolution strategies. For Upper Primary students, the Zones of Regulation program continued to be embedded within health lessons and class discussions, helping students develop self-regulation strategies.

Super Cool Awesome Time Extra Recess (SCATER) continued as a weekly reward, allowing students who demonstrated positive behaviour to participate in a teacher-led activity. Most recorded behaviour incidents remained low-level and were managed effectively through the school's Pastoral Care Policy, ensuring all students involved received appropriate support.

### **HELP OUR PRECIOUS ENVIRONMENT (HOPE)**

At Glengarry Primary School, we remain dedicated to fostering a strong culture of sustainability among our students. Throughout 2024, the HOPE Group has continued its commitment to environmental stewardship through a range of initiatives that support conservation, recycling, and community engagement.

Our Containers for Change initiative has continued to thrive, with dedicated bins placed outside the administration building and the greenhouse, helping to reinforce the importance of recycling while generating funds to support ongoing sustainability projects

In addition to our bottle drive, we have successfully run plant sales at major school events, raising awareness and funds for our green initiatives. Our Clean Up Schools Day saw students, and staff actively participate in tidying school grounds.



To maintain strong communication and encourage participation, the HOPE Group has regularly contributed to the school newsletter, sharing updates on upcoming events and ways for the community to get involved. Key announcements included:

- Weekly HOPE Group Meetings: Held every Tuesday after school.
- Greenhouse & Shed Access: Open before and after school on Tuesdays and Wednesdays.
- Recycling Access: Containers for Change bins remain available outside key school areas.

The gardening program has flourished this year with students, parents, and volunteers contributing to our garden revamp. Compost has been added to kitchen garden beds, and students have enjoyed striking cuttings, cleaning pots, and preparing new plants. The involvement of students in growing and maintaining the school's green spaces has helped reinforce the importance of environmental responsibility.

Our creative projects have further strengthened student engagement, with students designing vibrant HOPE signs and posters to promote environmental awareness across the school.



As we look forward to 2025, the HOPE Group remains committed to promoting a greener, more sustainable school environment. With the continued support of our students, families, and staff, we can nurture the next generation of environmentally conscious citizens and ensure a lasting impact on our school and community.

## COMMUNITY SATISFATION

The most recent 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. Given national support of this survey has not been confirmed, the School Board will consider alternative options to gauge community expectations.

<b>Higher responses</b>	<b>%</b>	<b>Lower responses</b>	<b>%</b>
<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 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%

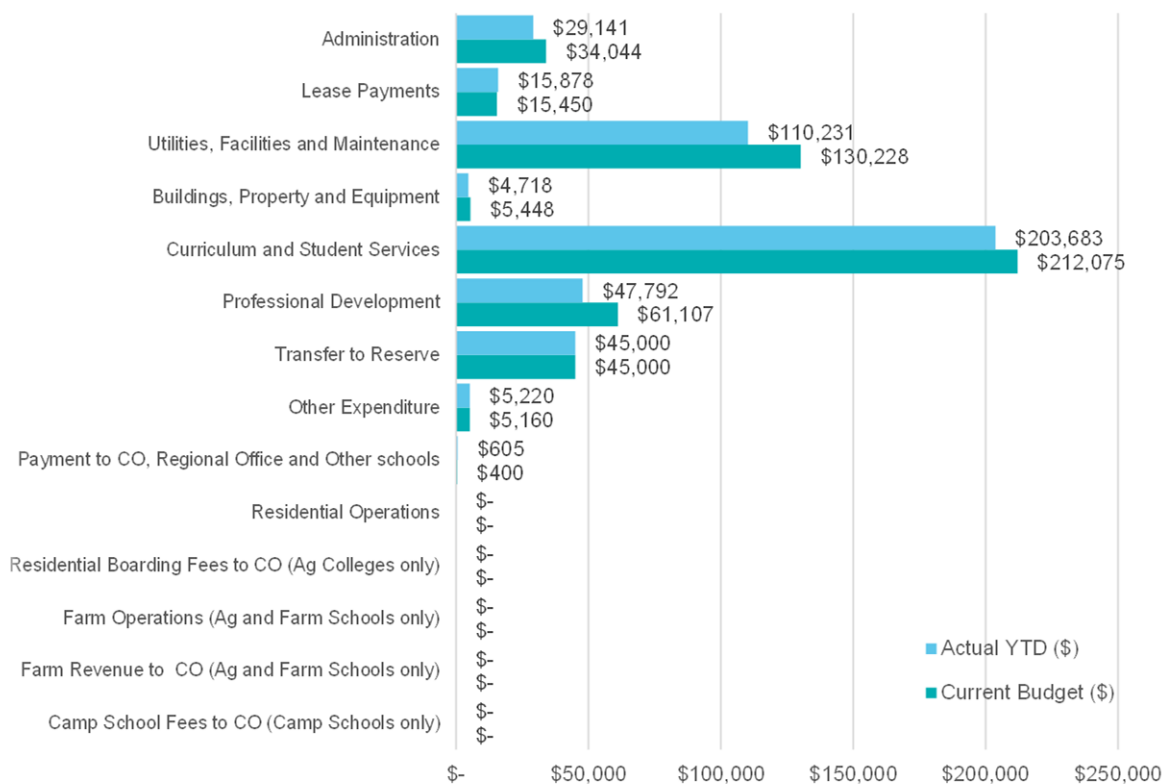


## One Line Budget Summary Report – Glengarry Primary School

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
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,056,525	4,056,525
Locally Raised Funds:	165,030	181,741
<b>Total Funds:</b>	<b>4,598,355</b>	<b>4,615,066</b>
<b>EXPENDITURE</b>		
Salaries:	3,779,950	3,779,950
Goods and Services (Cash):	508,912	462,267
<b>Total Expenditure:</b>	<b>4,288,862</b>	<b>4,242,217</b>
<b>VARIANCE:</b>	<b>309,493</b>	<b>372,848</b>

## Goods and Services Expenditure - Budget vs Actual

Dec 2023 ( Verified Dec Cash)



Note: all financial information and tables provided by DoE.