



Annual Report

2020



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

On behalf of the School Board, welcome to the 2020 Annual Report. We, the School Board respectfully acknowledge the traditional owners of the land on which our school is situated, the Wadjuk people of the Noongar nation, and pay our respects to Elders both past and present. The Board's membership remains inclusive and reflective of the school's demographic, with members represented from the broader community, parents and staff. I am grateful to all the Board members for their efforts and contributions, both during and between meetings.

2020 has been a very challenging and chaotic year for everyone. The school year started with the entire world facing an unknown threat in the form of COVID-19. I commend the school leadership and teachers for going out of their way to ensure the students' feel safe and at the same time ensure that their learning needs are met. I also thank the parents and the wider community for extending their support to the school efforts. A special mention to our students who have been so resilient and adapted to the rapidly changing circumstances easily. The pandemic has forced us to think out of the box and do things differently. Showbie was chosen as a platform for online delivery of education. Whilst we only had to use it sparingly, this will go a long way in enabling virtual classroom learning and realizing its benefits. The School Board also had its first meeting online via Webex. The students in lower primary had a very short settling-in time. It has been a difficult journey with a steep learning curve for everyone. We got through it together. WA has been highly successful at containing the community spread of COVID-19 to date. We are not out of the woods yet, but I am confident that the school policies developed over the last year and the lessons learnt will definitely help us overcome this challenge in the coming months.

2020 marked the end of our current Business Plan. Business Plan 2021-2023 is currently under development and scheduled to be published by the end of Term 1, 2021. The new plan is more succinct that reflects high level and discrete targets for each area of learning i.e. targets for reading, writing, grammar and spelling rather than just literacy. The business plan ties in to our school operational plans which detail how the targets will be achieved.



40th mosaic

During Term 3, I had the privilege to attend Education Conversations Forum 2020 along with Mr Meston. The forum was intended to deepen our understanding of the strategic directions for the Education Department and its application across our school network. It was a wonderful opportunity to see how the leadership team at the Department is planning to equip students with the contemporary and emerging work capabilities they will need for the future.

2020 marked the first year we undertook a Social-Emotional well-being survey for our students. This is intended to get an understanding of the socio-emotional well-being of each student at Glengarry. It pleases me to have this also listed as a target in our business plan as it reflects the school motto of 'WE CARE' and emphasizes again that the school focuses on developing and nurturing a well-rounded citizen. The 2020 National School Opinion Survey outcome echoed a positive outlook overall from staff, students and the community perspective and showed improvement over the corresponding 2018 survey scores.

Glengarry also celebrated its 40th birthday with an art show in the assembly area and memorabilia display in the library including contents of the time capsule that was put into the ground in 1995. It was a fantastic exhibition of the students' artwork and is a testament to the effort the school and class teachers put into this area.



40th celebrations & the raising of the time capsule



Burying the "new" time capsule

I am extremely proud of our achievements throughout the year despite the pandemic and chuffed to not have it dampen our spirits. We are a strong bunch, us Glengarrians.

Lastly, I would like to thank Mr Fuller for his efforts and contributions while at Glengarry. It's sad to see him leave. I wish him all the best for the future.

The Glengarry School Board is an incredible way of contributing to the school community and understanding what makes Glengarry such a wonderful environment for our kids. I encourage parents to consider nominating for School Board vacancies in early 2021.

*Mr Hardik Gandhi
Board Chair (2020)*

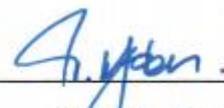
The 2020 School Board comprised the following members of the school community;

- | | |
|--|---|
| ★ <i>Mr. Hardik Gandhi (Chair/Parent)</i> | ★ <i>Mr. Paul Fuller (Staff) (Teacher)</i> |
| ★ <i>Mr. Adrian Schonfeld (Secretary/Parent)</i> | ★ <i>Mrs. Jenny McFarlane (Teacher)</i> |
| ★ <i>Mrs Vi Garrood (Parent)</i> | ★ <i>Miss Emily Taylor (Staff)</i> |
| ★ <i>Mrs. Kerry Jones (Parent)</i> | ★ <i>Mr. Peter Meston (Principal)</i> |
| ★ <i>Mrs. Melissa Stoney (Parent)</i> | ★ <i>Mrs. Gail Kimpton (Community Member)</i> |

Appreciation is extended to all members of the School Board for the support provided in 2020.

The School Board (2021) endorses the 2020 School Annual Report.


 Ms Kerry Jones
 School Board Chair


 Mr. Peter Meston
 Principal

PRINCIPAL'S MESSAGE

While 2020 will be remembered for a range of reasons associated with the COVID-19 pandemic, the staff at Glengarry Primary School remained committed and professional in their approach to ensuring there was a high quality learning environment. At times, this meant learning from home or managing specially adjusted programs. Regardless of these changes, the expectations of students did not alter and this is reflected in the collated data and analysis outlined within this year's Annual Report.

The challenge the school and staff faced was ensuring learning was still provided in order for students to reach required outcomes. To this end, the school's programs focus on the requirements of the Western Australian Curriculum and the students' performances against the achievement standards used to plan, assess and report student progress to parents. Teachers have supported students to become independent learners, recognise "next steps" in learning, set personal goals, take responsibility for their learning and celebrate successes. An increasing emphasis for our students at Glengarry is a focus on health and wellbeing with a review of school values being undertaken.

Despite restrictions, our school celebrated 40 years of education in 2020 with a number of special events including an Art Show, construction of Noongar seasonal mosaics and a special "40th mosaic". During the year, the time capsule buried in 1995 was raised, displayed as part of the Art Show and reburied with memories of life and learning in 2020.

While the year was special for the challenges presented, this Annual Report also provides evidence of the successes the school enjoyed around the pandemic.

Peter Meston
 Principal

Mosaic construction; Birak



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

Wow - what a year. This was my first year as President of our amazing P&C; I think it was definitely one to remember thanks to COVID-19!

Thanks to everyone who took on a position within the P&C. We had a lot of new people fill positions and you have all done a fantastic job in your role and I look forward to working with you next year.

In such trying circumstances our fundraising committee has been busy yet again raising funds so that we can contribute to projects throughout the school. This year projects that were supported by the P&C included around \$9,000 towards the new mosaics in recognition of the celebration of the 40th Anniversary of Glengarry Primary School which can be seen around the school, spending \$6,600 towards the Athletics program, and contributing \$16,600 towards the purchasing of the new library furniture. The group also supported the mental health of our children by approving up to \$5,000 towards the toilet wall and door project for all our students to be inspired by positive messages within these spaces. That totals



*P&C Colour
blast;*

Before...

...and after



around \$37,200 that was spent benefitting our children. Next year keep an eye out for our new inter-school shirts as well following P&C approval for up to \$5,000 to be spent in purchasing new ones.

In total this year we raised over \$36,000. These funds would not have been possible if you, the families, did not support our wonderful fundraising activities and contribute through the family levy towards our P&C. Our Fundraising Committee had to implement some new activities this year due to COVID-19 such as the opportunity to purchase cookie dough, having a milk straws stall and selling socks just in time for Father's Day. They also held the regular events like our ever popular Colourblast, where everyone went home a different colour, our ever popular cake stalls and of course the school disco. Another event that the Fundraising committee organised, along with Jan Ruscoe and the Glengarry Band, was the Christmas Carols at the end of year, which I am sure you will all agree was a fantastic event.



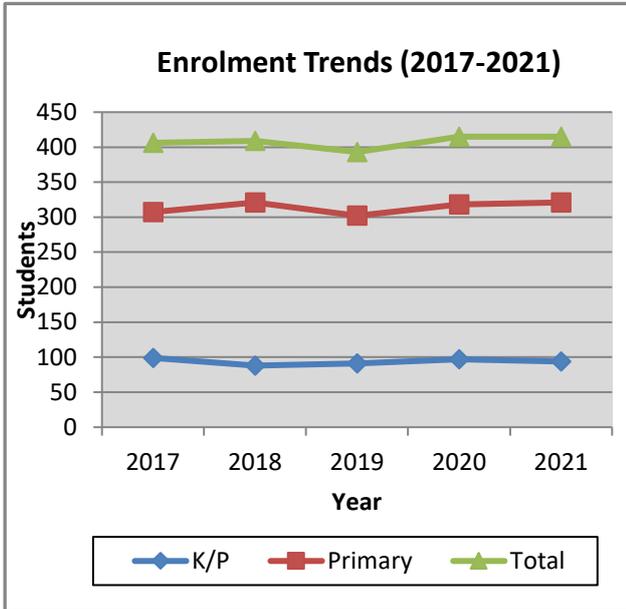
This year the P&C provided the children with the opportunity to save their money by using school banking, learn more about gardening and sustainability through the HOPE Group and work on their fitness through the Running Club program on Monday mornings. Along with allowing children to continue to build their confidence with reading through purchasing of books through Book Club. This year we have introduced some new initiatives thanks to our secretary Rachael and the Grandparents Mentor Program that will include inviting grandparents in the Community to come in and assist with reading programs, playing of board games and general help for the teachers if needed. Our Facebook Page is also a new concept and this will generate the opportunity to disseminate information to our community and provide reminders about upcoming events.

Finally, thanks to you, the parents, for your support of our events and continuing to make your P&C contributions, this makes running our group easier. Thank you also to Mr Meston and his team at the school, the support this year has been appreciated. I look forward to working alongside you all next year and seeing our P&C and wider school community flourish in 2021.



Melissa Sinfield
President – Glengarry Primary School P&C

STUDENT PROFILE



The 2020 school population of 415 students (incorporating 321 children in year 1 to 6 and 94 pre-primary / kindergarten children) was a wonderful blend of students from many different ethnic backgrounds.

High School Destinations

The Year 6 cohort of 2020 was a dynamic mix of leaders who supported the rest of the student body with enthusiasm throughout the ongoing crisis. The majority of our students (over 70%) transitioned to DunCraig Senior High

School, approximately 10% moved to either Carine SHS or independent schools with individual students commencing at either Belridge Secondary College or Greenwood College in 2021.

Once again our Year 6 students ventured to Woodman Point for camp; enjoying a range of activities – including a “Minute to win it” challenge on one evening.



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.



SCHOOL PLANNING

The school focus areas for 2020 were:

- Numeracy: Problem solving
- English: Writing
- English: Spelling & Grammar
- Early Childhood Education

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 new plan extends from 2021 – 2023 and as such all targets within the plan reflect expected growth for this period. This document provides evidence of progress against these goals.



Messy-mud day in the Kindy

LITERACY & NUMERACY

Due to interruptions experienced as a result of the COVID-19 pandemic, there was no National Assessment Program (NAPLAN) conducted for Literacy and Numeracy. Subsequently, the school implemented a rigorous approach to the majority of strands within these learning areas using the Progressive Achievement Test (PAT) in February and October. This span of time allowing for explicit teaching to target areas identified early in the year and gauge progress at the end of the year.

Following the collection and analysis of the collated data, 2021 Operational Plans have been established in an endeavour to address areas of concern. Targets have been formed to highlight intent within the 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.



COVID-19 “excursion” – Spare Parts Puppet Theatre; online Bare Hands Puppetry

- 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

NUMERACY

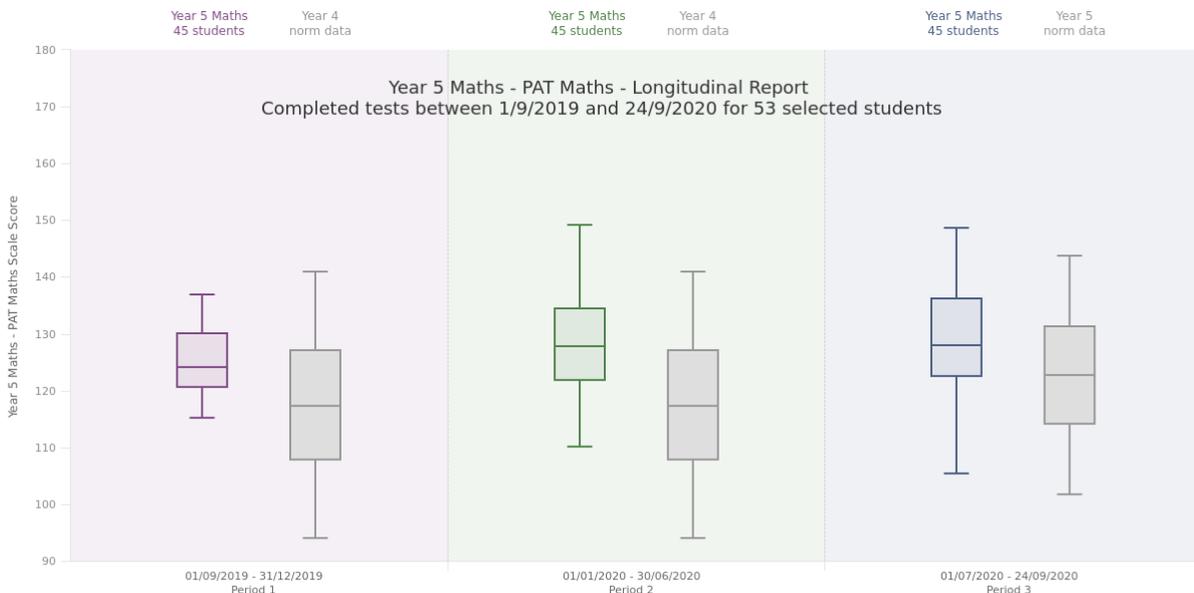
Analysis of data

Progressive Achievement Test (used for Literacy & Numeracy)



Reading a “box & whiskers” chart; used for demonstrating progress with the PAT instrument. Note; 50% of students will be measured as being within the “box”. Please note; all charts show Year 3 & 5 progress for consistency given NAPLAN was not undertaken in 2020 due to COVID-19

Progressive Achievement Test (PAT) – Mathematics



The 2020 highlights include:

- **Mathematics Support** - In 2020 we were able to support the students and teachers with a day of math support. This included assistance with teaching, planning, assessing and catering for students needing a challenge.
- **Maths Lessons** - Maths lessons following iSTAR (explicit teaching model) were further enriched by the growth of the school's Maths resources and staff Professional Development in how to differentiate.
- **Assessment** -
 - Moderation tasks were administered in Terms 2 and 4 which allowed for grading across cohorts to be consistent. The focus of these was on Problem Solving and how students can apply different strategies.
 - Without NAPLAN students engaged in our PAT testing across Years 2-6 and OLI testing in lower primary.
- **Student Lunchtime Engagement** -

This year we had multiple painted math resources completed around the school. To the entrance of our school is a giant number snake painted at the front of Pre Primary, a giant snakes and ladders board game in the assembly hall and two number grids in front of Rooms 2 and 5. Students and teachers have been able to engage in these resources for teaching and learning purposes as well as for fun. More to come in 2021!
- **Community Involvement** -
 - In Term 1 Tracey from Mathletics conducted a parent information session. Explaining how to navigate the online resource and its benefits. During home schooling, this resource allowed students to participate in a familiar setting.
 - In Terms 3 and 4 the School Newsletter contained a levelled Math Problem solving competition, which all students PP- Year 6 could attempt.
- **Interschool Maths competition** - In a normal year our annual Numero competition between West Greenwood P.S and Glengarry P.S, meant for Term 3, was instead, conducted as an internal competition to determine the best Numero competitor across Years 3-6. We had over 40 students practice and participate.
- **Professional Development** - 2020 gave all staff an opportunity to consider how they differentiate in mathematics and build their skill set and repertoire through professional learning provided by AISWA and Jolimont Primary School (Teacher Development School). We were able to celebrate our current practices while also adding to our toolkit.



LITERACY

Analysis of data

The Literacy program at Glengarry is based on a ‘whole school approach’ which continues to be an integral part of planning across the school to ensure a consistent and connected program. The teaching of reading, reading comprehension, writing, spelling and grammar follows this consistent approach ensuring a common language across all year levels. The role of the Literacy Leader has continued, providing support for staff in implementation of the Operational Plan and Literacy Programs, in particular Spelling and Talk for Writing. The Literacy Committee, formed with staff from all phases of learning, work together to review plans and literacy programs and provide direction for literacy across the school. This is then discussed at regular Collegiate Group meetings to inform staff and set Literacy Targets.

Whole School Literacy Plan

Our connected, whole school approach to teaching all aspects of Literacy continues and is crucial for the development and progress of all students as they move through the year levels. This year we have worked on reviewing and updating our WSLP in line with our identified priorities and new initiatives. The Literacy Committee continues to work together on this review and ensures there is discussion at the Collegiate Group level, gathering feedback and keeping all staff informed.

Resources

The acquisition of resources has largely focused on books for Literacy Pro to ensure there are high interest texts at appropriate levels, and a broad range of resources to support one of our new initiatives- the Letters and Sounds spelling program. Talk for Writing and grammar resources have also been provided.

Literacy Support Program

We have a high quality Literacy Support Program available providing a large number of students with support in Oral Reading, Reading Comprehension, Spelling and Grammar and preparation for NAPLAN. Our before school reading support, Repeated Reading and Reading Express operates with the assistance of parents and community members.

Progressive Achievement Test (PAT) - English

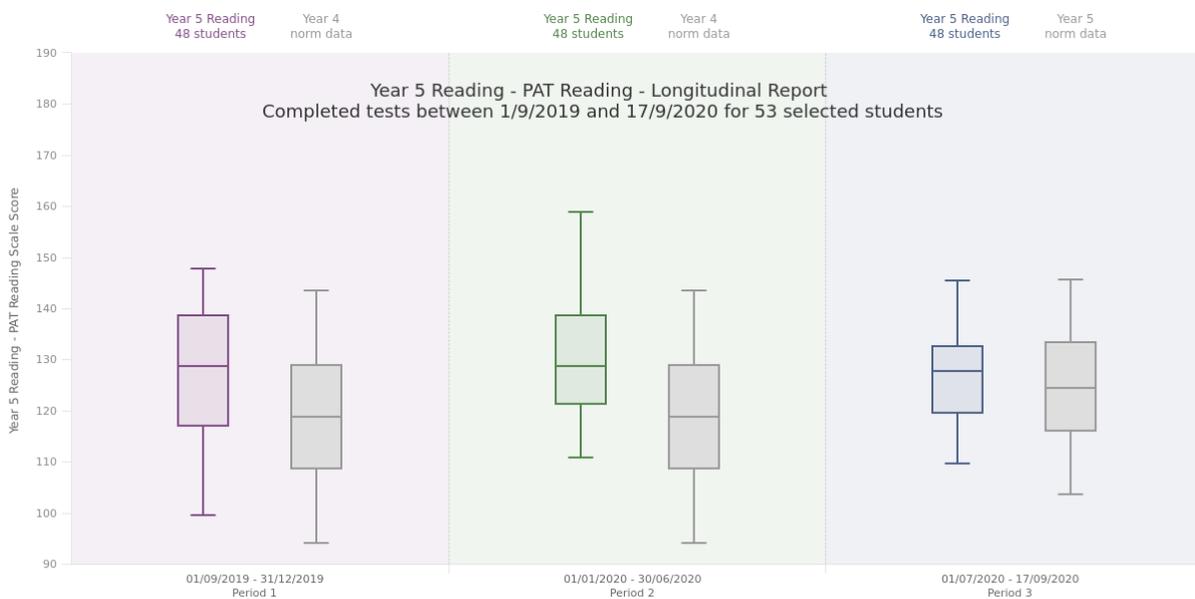
This online testing provides valuable information of student progress.



Significant support from the P&C towards an engaging Library

In Reading Comprehension, it has been used for comparative and forward planning. The following areas were identified through the data to provide a focus for planning and development of our Operational Plan.

Reading:

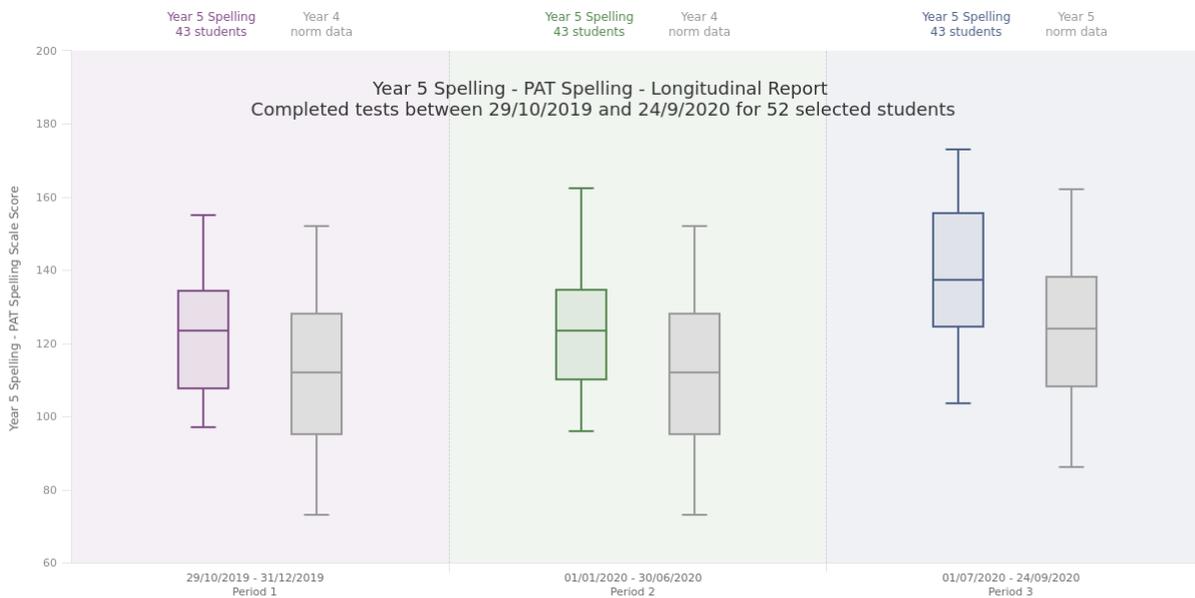
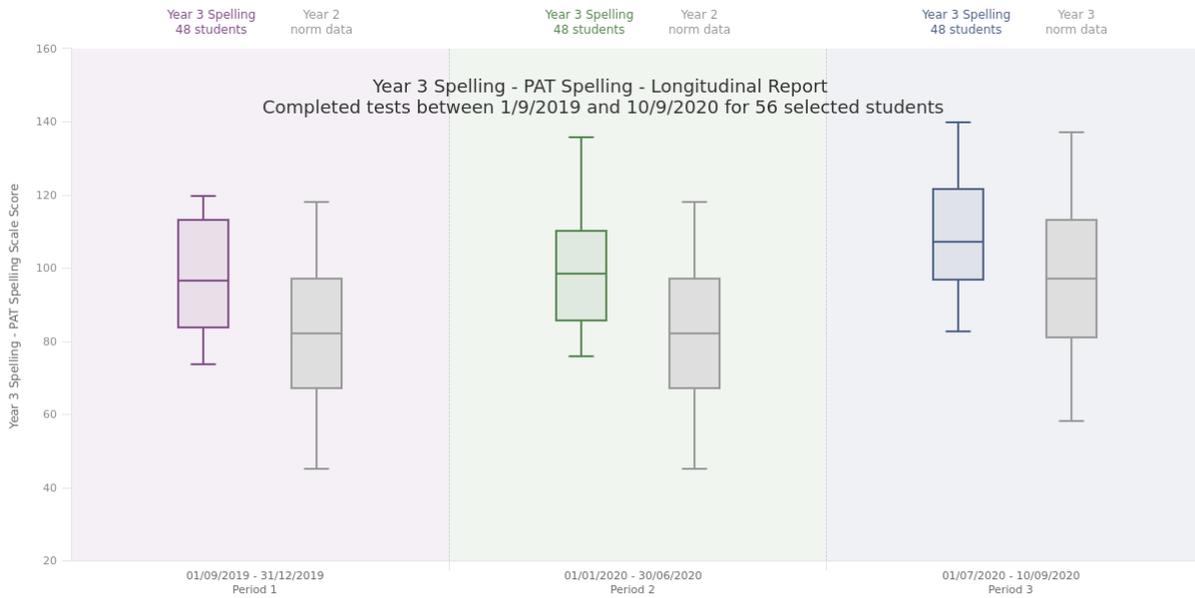


- Inferring-reading between the lines to find information suggested or implied
- Interpreting information presented in a range of formats
- Identifying the purpose and main idea of a text
- Identifying the author’s intent
- Comparing and contrasting



Students of all year levels have access to high quality texts including novels and guided reading texts, both fiction and non-fiction. Comprehension assessments are available for further assessment and monitoring of student’s progress and reading level.

Spelling:



PAT spelling results showed very good progress across year levels, with greater progress expected to be seen with the successful implementation of the Letters and Sounds Spelling Program in K-2 this year; to be extended to Year Three in 2021. A considerable number of resources have been purchased for the Letters and Sounds Program.

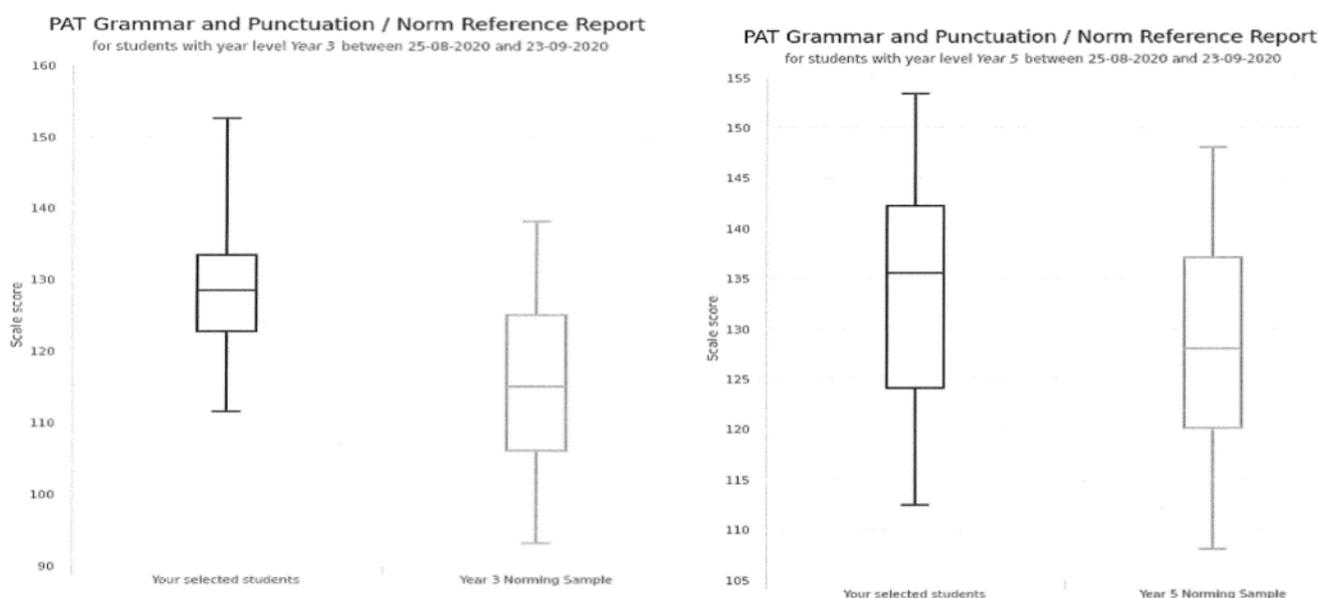


PAT Grammar testing has been introduced to provide data about students' progress and understanding of grammar. The introduction of the English Skills Practice Book has been reviewed by staff and will continue to be used, along with explicit teaching, to support children in their development of understanding in this area.

Writing

The use of Brightpath as an assessment tool in writing has progressed and been linked to our moderation tasks. This has included narrative, persuasive and informational texts. The staff have received further Professional Learning in the application of the Brightpath assessment tools. The following were identified through moderation using the Brightpath assessment.

- Continue to work on higher level sentence structure; simple, compound and complex sentences with correct grammar
- Combining sentences using connectives
- Developing use of more complex vocabulary
- Maintain storyline ideas and elaborate effectively
- Correct use of punctuation, including speech marks and pronouns



Talk for Writing

During 2020, the **Talk for Writing** approach to teaching writing has been continued across all year levels. The entire staff have now received Professional Learning in this program which has enabled a common understanding to support planning.

The **Glengarry Speak Up** Awards will return in 2021 since it has become a biennial event. We look forward to this next year when we once again give Glengarry students the opportunity to develop and showcase their public speaking skills.

The Literacy Pro reading comprehension program for students in Year Four to Six has continued with great results. It motivates students to read a variety of books, as well as a greater number of texts throughout the year and with the aim of

improving comprehension. The students read **over 67 000 000 words** – this figure only includes books read where the comprehension quiz was passed.

We look forward to another year where a number of new initiatives are implemented and we can celebrate the success of our students.

EARLY CHILDHOOD EDUCATION

Communication between parent, student and teacher was a focus for 2020. Weekly updates and apps such as Showbie and Connect were used to deliver lessons and information.

During the restrictions, parents were able to view students' displayed work on the windows.

At the end of the year we celebrated with a 'learning journey' which was very successful and supported by every family in Pre-Primary. The Kindergarten groups had very successful garden parties and the students and parents were very engaged in the Christmas Activity Day.



Mental health and wellbeing of the children was addressed by the introduction of a program called "Zones of Regulation" in Pre-primary. The "You Can Do It" program continued to address the Values. This program will be introduced across the school in 2021.

A new phonics program was introduced in Literacy; Letters and Sounds. Parents were informed each week of the sounds to be covered. A change in the writing font commenced in the early years. The South Australian Font will be used throughout the school in 2021.

The NQS (National Quality Standards focus for 2020 was review and continue planning for outdoor learning experiences (NQS Standard 3, EYLF Outcome 2)

Outside learning experiences were enhanced with 'outdoor classroom day' and messy mud incursions. A collection of outdoor equipment was purchased for the Year One and Two for the purpose of improving outdoor learning and an improved play area for Pre-primary provided for nature play and shade.

An upgrade of classroom and wet area furniture has made the areas safe, functional and aesthetically pleasing for the students.



SCIENCE

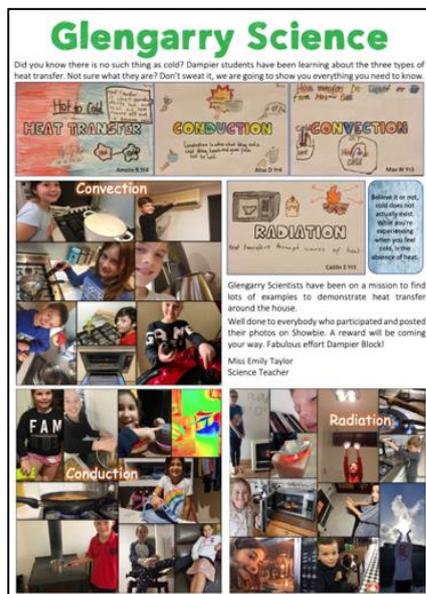
The Science teaching program at Glengarry PS delivers hands-on learning experiences to help our students learn, consolidate and apply a range of concepts. Science Understanding (SU) is taught and reported on in Semester 1 & 2. This year the students were assessed in Physical and Space Sciences. Science Inquiry Skills (SIS) are taught throughout the year and reported on in Semester 2. To explicitly teach SU and SIS, many resources are integrated, including ‘Primary Connections,’ ‘Science: A STEM Approach,’ cooperative learning activities, and digital technologies. Some of the hands-on experiments we did this year included growing beans, modelling night and day, making giant crayons, and walking on oobleck.

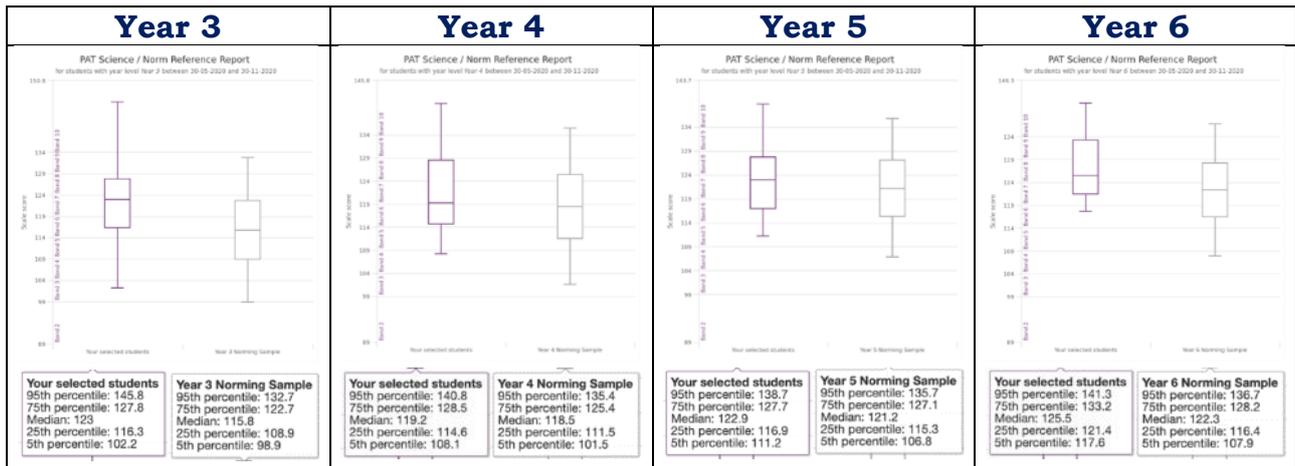


To commemorate Glengarry’s 40th anniversary, we asked, “What are Glengarry students curious about in 2020?” All students from years 1-6 wrote a science question using the online platform, Padlet. These questions were answered by other students, teachers, the Glengarry Community, and Scientists from across Australia. The questions and answers were printed and buried in the 2020 time capsule.

This year, students were encouraged to complete science activities at home, applying and sharing concepts learnt at school. Many students accepted the challenge and submitted their tasks online using Showbie. These activities were featured in the School newsletter.

Progressive Achievement Tests in Science assess science knowledge, scientific literacy, and understanding of scientific principles. The graphs below show that across Years Three to Six, our results are all above the national averages. The Year Three and Year Six cohorts have done exceptionally well.





INFORMATION & COMMUNICATION TECHNOLOGY

Information and Communication Technology

Target: Integrate ICT across the curriculum while providing students and teachers opportunities to develop their skills, knowledge and understanding to increase teacher and student efficiency.

The Technologies learning area comprises two separate subjects:

- In **Design and Technologies** students learn about technologies in society through different contexts, such as engineering, food specialisations, and materials. The focus is on creating solutions to real world problems.
- In **Digital Technologies** students are provided with practical opportunities to use design thinking to develop digital solutions and knowledge.

The unusual circumstances of 2020 provided a rare opportunity for students and teachers alike to apply their technology skills to a real-world challenge: distance learning during a global pandemic. Teachers learned to collaborate with one another online using the WebEx videoconferencing tool and used this technology to ensure connection between classes when regular school events, such as face-to-face assemblies, were not permitted. The Showbie platform was used to distribute, submit and provide feedback on student learning tasks, even when students were not physically located on the school site. Teachers and students showed great creativity, demonstrating their learning in non-traditional formats, such as video, QR codes and interactive slideshows. These skills were not lost when students returned to the school site, with the items buried in the 2020 time capsule remarkably different from those created by students in 1995.



Learning from home

The school again used the Department of Education’s Connect system as its official means of communication with parents. Connect is a secure system and is used for

class-based notifications and publication of student reports. This was supplemented by the Skoolbag app, which is an open communication tool allowing real-time notifications to parents and messages that can be viewed by the general public.

THE ARTS - MUSIC

- In class music, students studied music with a *Space* theme, learnt about the orchestra through *Peter & the Wolf* and made music by singing, movement and playing instruments. They also explored electronic ways to create music, such as sampling and composing using *Chrome Music Lab*.
- The Senior Choir filmed the National Anthem outside near the beautiful bushland, so that we could use it in our WebEx assemblies in Terms 2 and 3. Year 6 Choir students enjoyed participating in Glee Club on Friday mornings.
- The Year 4 and Senior Choirs, Recorder Ensemble and Combined Schools Band performed as part of the celebrations of Glengarry's 40th Anniversary and Art Show.
- The Combined Schools Band performed at the Duncraig PS Public Speaking Award Assembly.
- The Combined Schools Band, expanded to include Duncraig SHS students, and Recorder Ensemble entertained the community at the P&C Christmas event.
- The Year 4 and Senior Choirs, along with instrumentalists, performed at the Year 6 Graduation and Presentation assemblies. The Recorder Ensemble entertained parents and other guests at the special *Thank You Morning* tea in December. Year Four and Five students presented a musical Christmas Play.



PHYSICAL EDUCATION

Pre-primary Perceptual Motor Program There was a short window at the start of the year when we were able to have parent helpers come and help with these valuable sessions. The rest of the year has been used to familiarise children with spatial & personal awareness and following instructions.

House Activity Games: When a game is the focus of the next house activity, each class learns the game and discusses the skills and sportsmanship values in Physical Education lessons.

Sport Sessions: We have played a range of sports using skills taught in Physical Education. There have been tabloids, and game rotations to allow children to mix with others in their year group.



Physical Education classes progressed skills at each child’s level. We are able to use either of our under-cover areas or the shady spots on the oval and around the school to continue through all weather.

Interschool We were not able to take part in the usual winter interschool sport excursions, due to the virus, however our sport zone ran a Lightning Carnival and our teams did very well.

The House Cross-country event ran as usual with spectators asked to distance themselves. What a way to encourage running for fitness! Some children attended morning running club for extra practise.

This allowed us to enter the Interschool Cross country where we had two champion runners win their races and a very respectable team score.

The House Athletics Carnival went ahead, with only volunteer helpers permitted on the grounds. These carnivals are only successful thanks to the support of our community volunteers.

We were then able to participate in the Interschool Athletics where we brought home the Meritorious Shield.

Interschool Basketball: We challenged Duncraig to some after-school games. It was a positive experience all round.

Of all the sporting moments, we are exceedingly proud of how well Glengarry children play when they are running their own games. We encourage active games in breaks and our children are, on the whole, extremely fit.



PASTORAL CARE

Attendance

Glengarry’s attendance rate for Semester 1, 2020 was 86.8%. This is significantly below the school’s target of 95%, but reflects the unusual circumstances of that period, where parents were given the option of sending their students to school or continuing their education at home. Given the global pandemic, attendance was not reported on student reports in Semester 1 and reminder letters were not sent. During Semester 2, the school’s attendance rate returned to 93.7% which is slightly above the comparable figure for 2019. Interestingly, increased vigilance around hygiene meant that more students were being kept home sick



during 2020, but the restrictions on travel meant that fewer families were taking unauthorised vacations during term time.

Behaviour Management and Pastoral Care

During 2020, the Glengarry student community demonstrated very high standards of behaviour. A range of proactive programs, such as You Can Do It! and BUZ (Build Up Zone) helped teach children the behaviours and skills necessary to resolve conflict and interact effectively.

These strategies have proven highly effective. The bulk of recorded behaviour incidents were positive in nature, with 1,663 interactions of a positive nature. Super Cool Awesome Time Extra Recess (SCATER) was a weekly event for almost every student. No students were suspended or excluded. This is reflected in student reports for attitude, behaviour and effort. 76.7% of students were assessed by their teachers as 'consistently' displaying the desired attributes and a 97% of students displaying these attributes 'consistently' or 'often'.

Some low key negative incidents did occur and these were handled within school, with parents being regularly informed when appropriate. These negative behaviours were addressed through our pastoral care program, with support being provided for all students involved.

In 2021, a number of new initiatives will be introduced to build upon the positive foundations that have been laid. There will be a special focus on supporting students to regulate their emotions and navigate more complex friendship dynamics.



*PJ Day; fund raising for the 2020 charity
– Western Ground Parrot*



COMMUNITY SATISFATION

A national “Survey of the School Community” was undertaken in 2020 following School Board endorsement. The summary below is an indication of the (91) responses and a level of “satisfaction” gained, i.e. the percentage of responses that agreed with the relevant statement. This is a bi-annual survey and will be undertaken again (following School Board consultation) in 2022.

<i>Higher responses</i>	<i>%</i>	<i>Lower responses</i>	<i>%</i>
<i>The school is well maintained.</i>	<i>97%</i>	<i>This school takes parents’ opinions seriously.</i>	<i>80%</i>
<i>Teachers at this school expect my child to do his or her best.</i>	<i>96%</i>	<i>Teachers at this school provide my child with useful feedback about his or her work.</i>	<i>84%</i>
<i>My child likes being at this school.</i>	<i>95%</i>	<i>The school works with me to support my child’s learning</i>	<i>84%</i>
<i>I can talk to my child’s teachers about my concerns.</i>	<i>95%</i>	<i>Student behaviour is well managed at this school.</i>	<i>85%</i>

Following these comments and discussion at the School Board, a number of initiatives will be implemented, including;

- *Fortnightly newsletters / bulletins from every class outlining relevant teaching and learning along with important event.*
- *A review of the pastoral care processes; discussion included investigation into “Zones of Regulation”.*

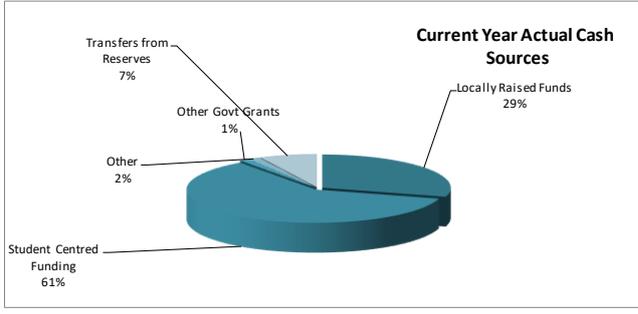
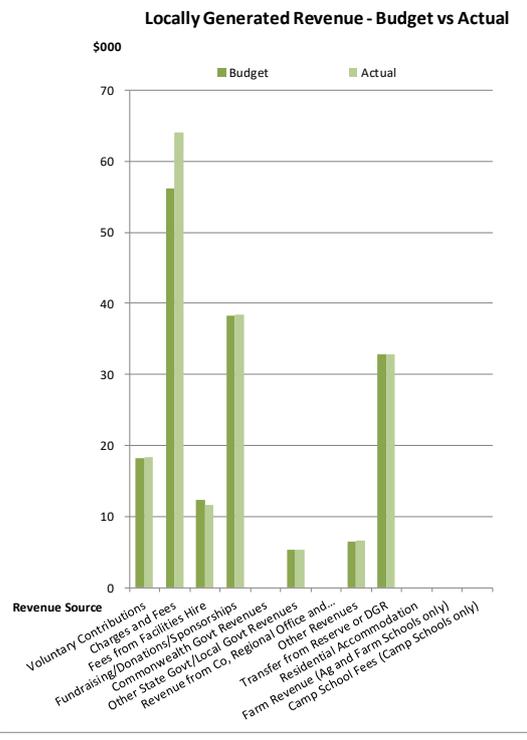
40th Celebrations



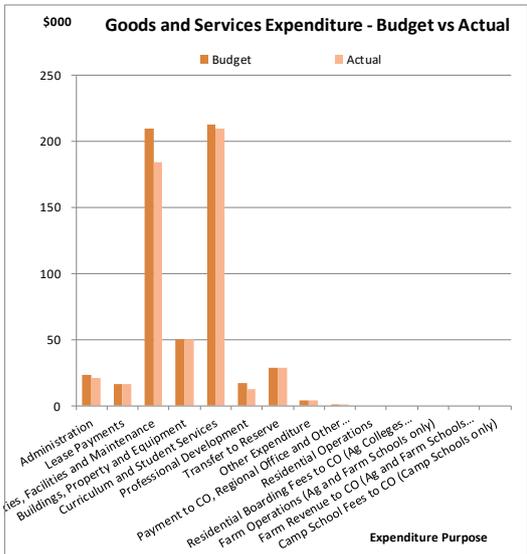


Glengarry Primary School
Financial Summary as at
31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 18,250.00	\$ 18,369.50
2	Charges and Fees	\$ 56,133.00	\$ 64,047.27
3	Fees from Facilities Hire	\$ 12,363.00	\$ 11,684.54
4	Fundraising/Donations/Sponsorships	\$ 38,313.00	\$ 38,362.05
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 5,359.00	\$ 5,358.62
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 6,430.00	\$ 6,604.37
9	Transfer from Reserve or DGR	\$ 32,794.00	\$ 32,794.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 169,642.00	\$ 177,220.35
Opening Balance		\$ 189,601.00	\$ 189,601.05
Student Centred Funding		\$ 272,714.32	\$ 272,714.32
Total Cash Funds Available		\$ 631,957.32	\$ 639,535.72
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 631,957.32	\$ 639,535.72



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 23,430.00	\$ 20,673.64
2	Lease Payments	\$ 16,319.00	\$ 16,277.97
3	Utilities, Facilities and Maintenance	\$ 208,868.00	\$ 183,965.39
4	Buildings, Property and Equipment	\$ 50,035.00	\$ 50,133.83
5	Curriculum and Student Services	\$ 212,530.00	\$ 209,475.55
6	Professional Development	\$ 17,115.00	\$ 12,313.40
7	Transfer to Reserve	\$ 28,589.00	\$ 28,589.00
8	Other Expenditure	\$ 3,933.00	\$ 3,936.44
9	Payment to CO, Regional Office and Other Schools	\$ 535.00	\$ 550.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 561,354.00	\$ 525,915.22
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 561,354.00	\$ 525,915.22
Cash Budget Variance		\$ 70,603.32	



Cash Position as at:	
Bank Balance	\$ 221,962.46
Made up of:	
1 General Fund Balance	\$ 113,620.50
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 98,507.45
5 Suspense Accounts	\$ 14,211.51
6 Cash Advances	\$ -
7 Tax Position	\$ (4,377.00)
Total Bank Balance	\$ 221,962.46

Note; all financial information and tables provided by DoE.