

Glenfield Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Glenfield Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Trish Hagan

Principal

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School background

School vision statement

To inspire and empower resilient, self-motivated students who are creative, critical thinkers contributing to and engaging with an ever-changing global community.

School context

Glenfield Public School was established in 1882 and is situated on Dharawal land in the Campbelltown City Council area. It serves a school community of 392 student enrolments from 43 different nationalities. The school is over a hundred years old and many generations of families have attended the school over this time. The school is held in high regard within the community. Since 2010, student enrolments have increased with the continuing development of a new housing estate. The school has grown from 10 to 16 classes in six years.

The school holds high expectations of both teachers and students and prides itself on its quality learning programs, dynamic teaching environments and welfare initiatives. Strong and effective welfare policies and procedures ensure a safe and happy environment where students present as confident, cooperative and respectful learners. The school providing a quality education where innovative programs and future focussed approaches are supported by modern technology.

There is a strong focus on literacy and numeracy, developing 21st century capabilities and teacher professional learning. Additional teaching support staff work in collaboration with class teachers to support students from language backgrounds other than English as well as assisting students with learning difficulties. The school is committed to promoting and supporting its multicultural community. Special multicultural events are highly valued and attended by parents.

The student body is well represented through the Student Representative Council, school and sport house captains, vice captains, a school ambassador and class captains.

The school's direction is underpinned by the school plan which focuses on people, processes, practices and products to achieve important goals across a three year period. The plan is designed to be ongoing and flexible in responding to emerging school needs through the achievement of short term milestones within long term strategic directions.

It has been cooperatively developed to reflect the Department of Education's priorities relating to "Creating Futures Together", identified school needs and the recommendations of all teachers, in consultation with the parent body through forums and surveys. The school's P & C consists of a small group of dedicated parents who are actively involved in school activities and decision-making processes.

Professional learning and consultation with the school community has supported both the understanding and development of the school vision, strategic directions and its implementation measures. Much of the content of this report relates to the school plan.

The school motto "*Strive to Achieve*" reflects the fundamental ethos of Glenfield Public School as teachers, students, parents and the wider community work together to create a school climate in which everyone will thrive.

Trish Hagan (Principal)

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework (SEF), school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This evaluation took place in Term 4 over a series of staff meetings where each of the school's strategic directions were evaluated. School student achievement data and external data such as NAPLAN and ICAS assessments were also analysed with staff and interested parents who attended an information session. Teachers measured the school practices and achievements against the School Excellence Framework. Staff compared the school's processes and practices to SEF descriptor statements and provided evidence as to how the school was meeting these elements. Areas were identified for improvement and strategies were suggested to further strengthen the school in pursuit of excellence.

In the domain of Learning, the school was considered to be “delivering”. The school plan has placed emphasis on these elements for growth:

- *Curriculum and Learning* was the prime focus area for developing in students, vital skills that are required of them as 21st century learners. Across all key learning areas, students learnt to collaborate, communicate and solve problems as critical and creative thinkers.
- *Assessment and Reporting* was a focus to empower students in knowing and acting upon learning intentions, expectations and teacher feedback to progress them in literacy and numeracy at a faster rate. The school is committed to increasing student numbers in the proficiency bands for NAPLAN by 8% in 2019.
- *Wellbeing* of students is paramount to learning. The school began implementing policies and practices to better support students in academic, social and emotional areas to ensure they reach their potential. The student welfare policy was reviewed and amended.

The Teaching domain is closely linked to learning. The school is further developing with focus on the following elements:

- *Effective Classroom Practice* where teachers spend a significant amount of hours during professional learning time investigating evidence based "best practice" to strengthen their teaching. Learning intentions and success criteria became a feature with the goal to embed these in daily teaching practice. Teachers also focused on delivering explicit, specific and timely feedback to students as to how they can improve in their learning. These features will be further consolidated in 2017.
- *Collaborative Practice and Learning and Development* are linked to teachers actively exploring and sharing ideas to improve student outcomes, enhance 21st century learning competencies and teaching through technology. Teachers are continuing to work together to analyse data, plan, reflect and amend programs and strategies for the stage or student groups.. Releasing teachers with expertise from class to mentor and team teach with beginning teachers assisted their development.

In the pursuit of excellence in Leading, the school is also delivering as we further develop positive and respectful relationships that will see parents and community groups as partners in leading the direction of the school. The school is committed to:

- *Leadership, School Planning, Implementation and Reporting* where parents are welcomed and engaged in the development and contribution to the vision, values and purpose of the school. It was deemed vital to develop authentic practices and products that were responsive to feedback and that would also engage parents and community members in co-planning strategic directions and contributing to annual reviews. The first steps towards achieving these goals was to welcome all stakeholders and to provide a regular forum for meetings to share information, aspirations and ideas. A fortnightly community café was introduced to achieve this purpose and, given its attendance and success, it added an additional layer to what had been traditionally, parent and citizens meetings.. The P & C were proactive in contributing ideas for school improvement. They organised numerous fundraising ventures and donated funds to support school learning programs such as Athletics. This parent group was also responsible for designing and painting school community focused walls that welcomed all cultures to our school.

Our self-assessment process influences the school in refining the priorities and directions in our School Plan, leading to further improvement in the delivery of a quality education for our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learning

Purpose

Ensure all students display a passion for learning and are engaged in meaningful and challenging learning experiences to enable them to become productive 21st century citizens, within a culture of high expectations.

Overall summary of progress

In 21st Century learning, students were equipped with the knowledge, skills and understanding of skills relating to collaboration, communication and critical and creative thinking. In stage teams, staff devised units of work that integrated 21st century capabilities and a step towards collaboration was achieved by setting up a computer shared drive.

The continued success of genius hour and the teaching of these skills resulted in success in gifted and talented competitions results against other schools. In formative assessment, students referred to learning intentions and success criteria to reflect on their learning and to drive improvement. Further feedback mechanisms such as Seasaw, exit slips and three way conferencing were explored.

The Multilit program was implemented where both teachers and parents were trained in its delivery and worked together to assist targeted students to improve their reading skills. NAPLAN and PLAN data were analysed with continual monitoring of student progress against cluster markers to identify student learning needs, explicit teaching areas and feedback for students.

Student welfare became the main focus to ensure a safe learning environment and to support students with social, emotional and behavioural issues. The policy was reviewed, a social skills and play program established, links to local services were made, a whole school program called STARS was created, an anti-bullying program was written, PBL was explored, specific rules and duties for teachers were created and students were catered for in the classroom through IEPs, behaviour plans and PLPs to ensure their welfare. As a result, a targeted group of students became more settled and showed an increase in social skills in Term 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students are actively engaged in their learning and are able to articulate and utilise the 21st century skill set.	Stage 3 students engaged in project learning with some classes creating open planned learning spaces to enhance flexible collaborative learning. 21st century skills were planned and backward mapped through a unit of work.	Funding was not tracked in this area as programs were resourced through a variety of key learning area budgets.
At least 65% of students are critical and creative thinkers who use effective communication skills to be collaborative in all areas of their daily life.	Students were able to articulate and demonstrate the specific focus skills of collaboration, communication, critical and creative thinking.	Funding was not tracked in this area as programs were resourced through a variety of key learning area budgets.
Positive feedback from students, teachers and parents through surveys related to improved student learning and engagement.	Survey results: <ul style="list-style-type: none">• 89.6% of students felt teachers had extremely high expectations and 91% of students indicated they were trying hard to succeed. This is an improvement against the state average of 88%.• Effective classroom learning was rated as 8.3 out of 10 by students and 88% of students felt interested and motivated to learn.• Teachers rated the engagement of their students in learning as 7.8 out of 10. Teachers indicated they discuss learning problems of individual students and strategies to increase student engagement.	Posters \$60 First aid kits \$80 Planning Day \$450 Board Games \$200
60% of students demonstrate	Percentage of students achieving grade expected	\$37,164 was expended to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>grade appropriate reading skills according to literacy continuum. 95% of Year 3 and 94% of Year 5 students are at or above national minimum standard in NAPLAN reading. Growth from Year 3 to Year 5 is aimed at 61.5%</p>	<p>levels in reading texts and comprehension:</p> <ul style="list-style-type: none"> • Kindergarten 69.5% • Year 1 88.5% • Year 2 93% • Year 3 52% • Year 4 65% • Year 5 64.5% • Year 6 98% <p>93% of Year 3 and 91% of Year 5 students are at or above national minimum standard in NAPLAN reading.</p> <p>The growth from Year 3 to 5 is currently 65%.</p>	<p>support programs. Additional teaching staff 2.5 days per week. Additional student learning support officer time.</p>

Next Steps

- Establish an 4/5/6 Enrichment class to better challenge and extend more able students.
- Continue to refine and share the 4C's (Communication, Collaboration, Critical and Creative Thinking) rubric developed by Stage 3.
- Report on student's competencies in using the 4C's through end of semester reports.
- Purchase robotic devices, introduce coding and investigate 3D printers.
- Target students who are falling just below proficiency range in numeracy for additional support as well as students at or below minimum standard.
- Introduce the morning session as a prime learning time for the teaching of only English and/or Number. All EAL/D, LaST and RFF teachers will work in all classrooms for 40 minutes per day for 4 mornings per week to reduce teacher: student ration by half. This will allow for greater individualised support in terms of explicit teaching and the provision of specific feedback to students regarding their learning.
- Implement Positive Behaviour in Schools (PBIS) program and simplify schools rules from 4 to 3 to ensure students understand expectations and positive and negative consequences for their actions.
- Invest in sensory resources implement strategies to better support students on the autism spectrum.



Strategic Direction 2

Quality Teaching

Purpose

Create a school culture that embraces an integrated, innovative approach to curriculum delivery, which leads to relevant, differentiated learning experiences through quality teaching.

Overall summary of progress

8 Hours of teacher professional learning was devoted to giving staff the background knowledge needed to unpack and experiment with the 21st century capabilities pertaining to communication, collaboration, critical and creative thinking. Staff were surveyed to attain their progress in this area. Peer observation sessions were offered along with team planning. Teacher evaluation relating to training sessions in the form of "Exit Slips" demonstrated a positive impact for both individual teachers and the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Programs reflect cross-curriculum integration to support students in making deep, meaningful connections with their learning.	Teachers shared and collaboratively developed programming ideas and teaching strategies with a focus on explicitly teaching the 21st century competencies. K–6 peer observation opportunities highlighted the teaching of 21st century competencies across the school.	Technology costs for upgrades and maintenance \$9000 Teacher collaborative planning days: • Semester 1 \$3,290 • Semester 2 \$7990
At least 60% of students meet grade PLAN benchmarks as effective assessment practices are utilised to develop informed teaching and learning programs.	Ongoing assessment, evaluation and feedback sharpened the focus of identifying and prioritising student learning. NAPLAN analysis and ICAS test results identified teaching areas for improvement in teaching and learning. The impact can be seen in the students' results, listed on the previous page.	Teacher release days for stage planning and peer observations/mentoring to improve teaching practice. Teacher peer observations/mentoring – 3 days @ \$450 = \$1350 Stage planning days – 4 days @ \$450 = \$1800 Writing of individualised learning plans \$800
Increase in student and teacher satisfaction as a result of collaboration in the teaching and learning process.	Stage teams worked closely together to co develop core stage based teaching and learning programs. Individual teachers then made adjustments to these to suit the needs of their class and individual students. Teachers were surveyed regarding collaboration and the results are as follows: • 72.2% of teachers highly valued the overall collaboration process and in particular, rated discussing strategies to increase student engagement and the learning problems of particular students as 7.9 out of 10. • Teachers indicated they work with other staff in developing common learning opportunities and effective assessment strategies to develop consistency in teaching and teacher judgment.	As above.

Next Steps

As a result of school evaluation, significant staff changes and the introduction of a new Department of Education's student management system, the following strategies will be included in the 2017 school plan to support the professional learning of staff, as we enter the final year for this triennium.

- Teachers trained to understand and demonstrate confidence in using EBS4 Agent which is a new web based system for roll marking and the storing of class based individualised learning and health plans and recording student behaviours and incidents.
- School administration and executive staff to be trained in EBS4 Central to manage and monitor the above at whole school level.
- The reintroduction of the Glenfield's Learning Community for schools to support neighbouring schools in professional learning. Glenfield to explore programs in creating 21st century classrooms at Glenwood in exchange for Glenfield's knowledge of exemplary strategies to support student learning in reading.
- School leaders to undertake training in "High Impact Leadership" to drive student improvement in Numeracy with a focus on improving student outcomes in number. This was identified as an area for development through NAPLAN and school data analysis.
- Stage teams and support staff to engage in collaborative assessment, planning and monitoring of programs to target specific students in the Number strand.
- 5 new teachers to the school to complete an induction and learn about the programs operating within the school.
- Teachers trained by outside agencies to support students diagnosed with autism as well as receptive and expressive language disorders.

Strategic Direction 3

Community Engagement

Purpose

Build deeper relationships and positive partnerships between teachers, parents, organisations and other schools to create a shared vision and collaboratively develop and implement successful initiatives that will positively impact on student learning and well-being.

Overall summary of progress

The Community Café was introduced and operated four times per term with an agenda publicised in the school's newsletter and on its website. The cafe' meetings provided an informal forum for discussions and effective workshops to develop parents understanding of the school and teaching and learning programs. Of particular interest to parents was the analysis of the school's NAPLAN results. From this, parents requested to view past papers to gain a richer understanding of what was expected of students in terms of performance. Parents also wanted to know how they could assist their child in preparing for these assessments. Two cafe' sessions will be devoted to this in Term 1, 2017. The cafe' was also an avenue for parents to raise issues and to provide opinions and suggestions for school improvement. 6–12 parents attended these fortnightly gatherings which strengthened relations between school and community. Skoolbag has become a popular mode of communication with parents. The P&C, capably led by its president Andrew Ross, was instrumental in building a strong community partnerships that assisted the school on many levels, some of which are listed below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase of at least 10% in attendance (each year) at the community café where parents are supportive of and contribute to learning, cultural sharing, friendship, communications and linkages with support agencies and the outside community.	In the initial year of implementation, 6–14 parents attended these fortnightly gatherings which strengthened relations between school and community. The parent body supported the school by initiating and sustaining numerous, regular fund raising ventures. The Friday after school ice block and milkshakes sales brought many families together to not only purchase but socialise within the school grounds after a busy week. Parental involvement also extended to planning and painting decorative murals inspired by friendship and multicultural themes. A Multi-lit program was a joint initiative delivered by trained staff and parents and resulted in improved reading outcomes for targeted students.	Morning tea expenses to support the community cafe' amounted to \$35. Teachers were willing to provide a plate of food which kept costs to a minimum. \$1,355 for teacher release and resources for International Day to engage parents. \$485 for resources for a grounds improvement project involving staff and parents and a teacher release day.
At least 50% of families utilise social media that supports an accessible communication platform for information sharing between all school and community.	Tweets were evidenced of school events and quality teaching and quality learning to inform parents of the schools, teachers and students successes. 670 views were made on the website in 2016.	School website \$440 Skoolbag app \$1133.
Increase in parent and school community satisfaction in relation to effective communication.	85% of parents surveyed find the website useful and 50% of parents are using Skoolbag app for information. These modes of communication will be further promoted in 2017 with the hope of increasing the number of parents who access them.	As above.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	PLAN data entry and NAPLAN analysis was undertaken with a focus on reading comprehension. A Multi-lit program was delivered by trained staff and parents and resulted in improved reading outcomes for targeted students.	Additional SLSO intervention, planning days for teachers to develop PLPs, the multi-lit program implementation were successful initiatives. • Aboriginal background loading (\$4 300.00)
English language proficiency	EAL/D teachers implemented the ESL scales and assessed and monitored students from non – English speaking backgrounds against the EAL/D progression framework as well as academic data inclusive of NAPLAN, PLAN and other school data.	An additional EAL/D teacher, teacher planning days, International Day celebration costs, a community café information forum, a cultural wall and community garden and resources. • English language proficiency (\$18 200.00)
Low level adjustment for disability	Consistent progress of students through the Multi-lit reading program, the register of students requiring intervention, the monitoring and review by the learning support team of student referrals and the declining number of students registered for social skills and suspension indicated that planned strategies were taking effect..	Additional teacher time and an additional student learning support officer • Low level adjustment for disability (\$25 694.00)
Socio-economic background	Behaviour, attendance, wellbeing and suspension data was closely monitored by teachers. Referrals were made and acted upon by the Learning Support Team. Unfortunately the school was without a school counsellor for the last 6 months of the year. As such, progress towards successful resolutions for complex cases was slow. Students in need, were financially supported with their educational expenses to ensure equity in opportunity and learning.	Gifted and talented programs for more able students, \$4050. Additional staff and resources to support students "at risk", \$11,455. Student assistance \$2,000 • Socio-economic background (\$17 505.00)
Support for beginning teachers	Beginning teachers were surveyed to identify individual needs. Program monitoring, classroom observation of practice, demonstration lessons and team teaching with executive and/or mentors led the development of teachers. One beginning teacher successfully completed the accreditation process with other teachers in the final stages.	Additional release time for planning and mentoring. Beginning teachers attended courses for professional learning. • Support for beginning teachers (\$9 995.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	134	158	167	194
Girls	138	145	170	198

There has been consistent growth in student enrolments over the past 4 years. Overall there has been an increase of 120 students since 2013. This equates to 4 classes. It is projected the school will continue to expand as further development is planned in the new housing estate.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	94.1	93.3	93.8
1	93.4	94.1	91.5	93.1
2	95.6	94.2	92.9	94.4
3	94.6	93.3	93.9	93.5
4	94.8	94.2	93.5	93.4
5	96	93.2	93.2	92.2
6	95.9	94.8	93.8	90.8
All Years	95.2	94	93.1	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

There has been a slight increase in student attendance following a drop in 2014. Attempts to discourage parents from taking overseas holidays during school terms have hopefully contributed to improved student attendance. Stage 3 students have the lowest rate of attendance in the school with a combined average of 91.5% whilst Year 2 students have the most consistent

attendance record with 93.4%.

Class sizes

Class	Total
KL	20
KC	20
K/1B	21
KW	17
1/2O	23
1H	22
1G	22
2E	24
2/3P	27
3K	29
3/4M	29
4P	30
5/6M	32
5/6C	32
5/6W	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	2
School Administration & Support Staff	2.87
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Glenfield has no Aboriginal staff members at this present time.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	69.5
Postgraduate degree	30.5

Professional learning and teacher accreditation

All teaching staff engaged in extensive professional learning to support the school's strategic directions and mandatory requirements relating to child protection, CPR, general emergency care and code of conduct. Professional learning was undertaken during school development days and weekly staff meetings.

Many teachers attended external courses and network meetings outside the school and working hours. 100% of teachers undertook learning through on-line learning modules. Much of staff training was focused on pedagogy where teachers examined and trialed research based best practice strategies to lift student learning and engagement. Learning intentions, success criteria and timely, effective feedback to students were further developed and refined. Teachers also became more familiar with the importance of teaching competencies that will equip students as 21st century learners. Within each key learning area, teachers are modelling, guiding and creating opportunities for students to learn and demonstrate communication, collaboration, critical thinking and creativity.

Teachers developed individual performance and development goals that focused on professional learning in which to learn new skills and/or improve in an identified area of teaching practice. All teachers undertook a personalised educational learning project which they shared and celebrated with their colleagues in Term 4. Staff focused on areas related to improving the teaching of subjects whilst others focused on student wellbeing.

This year has seen 1 teacher complete the accreditation process with 4 teachers working towards accreditation at proficient level. Some of these teachers were engaged in a temporary appointment. Others teachers will be supported next year through beginning teachers funding as part of the Strong Start, Great Teachers initiative. 5 new scheme teachers are maintaining accreditation. All teaching staff will be required to maintain accreditation within their career level in the domains of professional knowledge, practice and engagement from 2018.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

There was an overall increase of \$107,121 to support increasing student numbers and general costs in comparison to 2015. The major expense was in supporting equity programs and teacher professional learning.

Income	\$
Balance brought forward	182 533.40
Global funds	224 276.73
Tied funds	172 915.73
School & community sources	85 200.88
Interest	3 754.80
Trust receipts	6 906.45
Canteen	0.00
Total income	675 587.99
Expenditure	
Teaching & learning	
Key learning areas	31 235.60
Excursions	19 665.90
Extracurricular dissections	33 574.21
Library	2 872.67
Training & development	659.86
Tied funds	124 418.21
Short term relief	83 680.76
Administration & office	37 630.41
School-operated canteen	0.00
Utilities	27 944.09
Maintenance	25 476.11
Trust accounts	10 149.01
Capital programs	0.00
Total expenditure	397 306.83
Balance carried forward	278 281.16

The information provided in the financial summary includes reporting from January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	294 440.90
(2a) Appropriation	280 439.16
(2b) Sale of Goods and Services	377.28
(2c) Grants and Contributions	13 550.50
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	73.96
Expenses	-113 603.34
Recurrent Expenses	-113 603.34
(3a) Employee Related	-68 555.32
(3b) Operating Expenses	-45 048.02
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	180 837.56
Balance Carried Forward	180 837.56

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

A component of the balance brought forward was used to cover payments from Term 4 2015. Over the past few years money has been saved to fund the construction of a sports court. This project will be undertaken as a joint project with the Department of Education in 2017. The tied amount is inclusive of funding to support students from low socio economic groups, non English speaking backgrounds, students with a learning disability or students who are from Aboriginal backgrounds. Tied funds also include expenses to support beginning teachers, technology costs and teacher professional learning. For the later, this source of funding was used before other professional learning funds were expended. All costs rose in 2016 due to either an increase in student enrolments/classes and increase in utilities such as electricity and water rates.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 414 521.32
Base Per Capita	18 348.53
Base Location	0.00
Other Base	2 396 172.80
Equity Total	350 971.07
Equity Aboriginal	4 418.32
Equity Socio economic	19 322.71
Equity Language	223 342.33
Equity Disability	103 887.70
Targeted Total	15 560.00
Other Total	60 437.28
Grand Total	2 841 489.67

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 Literacy

In reading, 43.8% of students were positioned in the top two bands. There were 14 % at or below minimum standard. The main areas for future development relate to analysing information texts and making inferences.

In spelling, our students performed extremely well. 64.9% of students were in the top two bands with 36.8% of those students achieving Band 6. There were 9 % at or below minimum standard. Areas in which students performed better than the state included identifying and correcting errors and spelling three and four syllable words. Boys achieved slightly higher results than girls.

In writing, students were asked to construct a narrative

text. 47.3% of students were placed in the top 2 bands. There were only 9% at or below minimum standard. Although the overall results are pleasing, the school is committed to ongoing improvement. Students require further development in using paragraphs, developing a shared understanding of context and the correct use of punctuation. This will be a focus for 2017.

In grammar and punctuation, 47.9% of students were placed in the top two bands while the majority achieved Band 3. Only 4% of students were below minimum standard. Students achieved significantly higher than the state when identifying adjectives in simple sentences. However, they found difficulty recognising correct compound subjects, identifying an independent clause and using commas correctly.

Year 5 Literacy

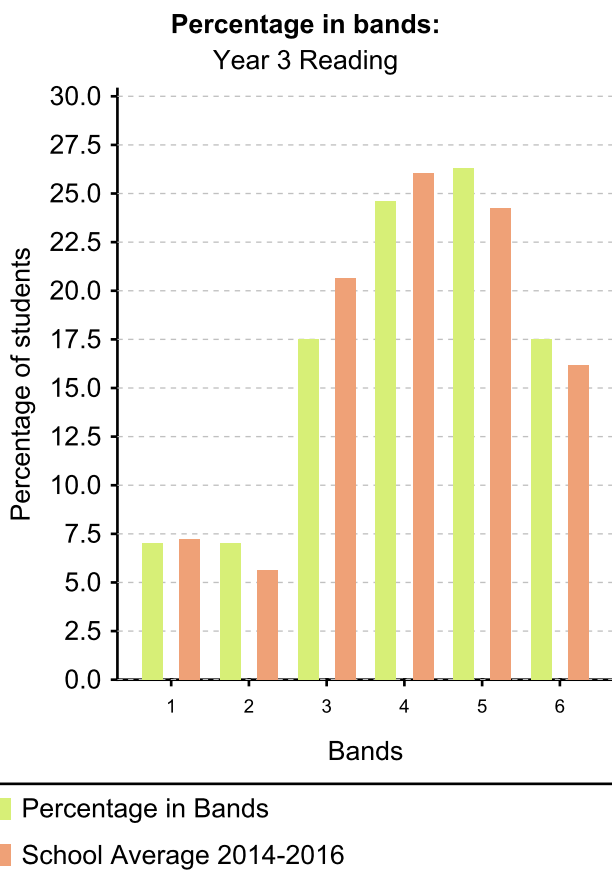
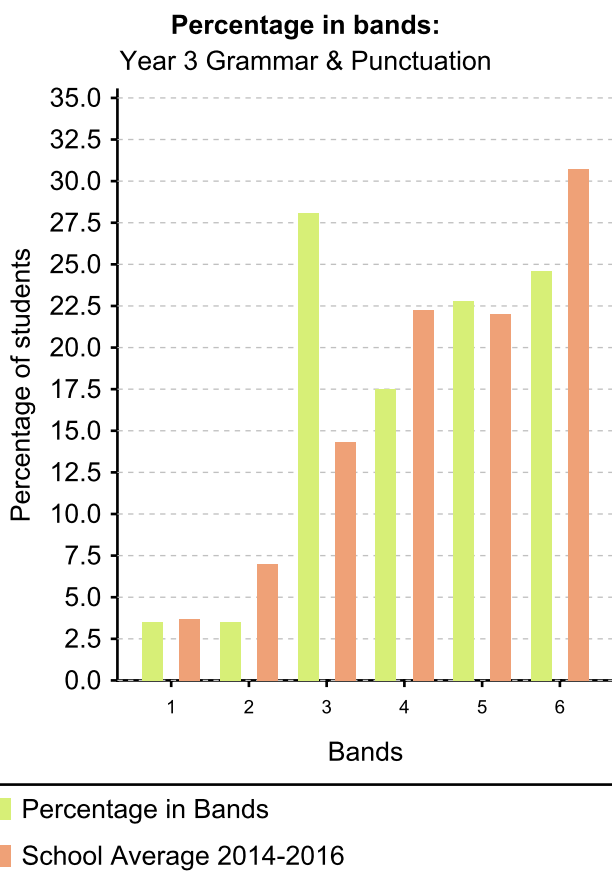
In Reading, students read a range of texts. 53.3% of students attained the top 3 bands with 31% excelling at proficiency level. Girls performed significantly higher with 16.7% attaining the top band compared with 0% of boys. Imaginative texts had students performing higher than informative texts. Students showed strength in identifying and connecting main ideas when comprehending texts as compared to the state. An area for development is making inferences and identifying the difference between literal and inferred meaning.

In writing, students were asked to construct a narrative in response to a stimulus. Overall, 43.4% of Year 5 students were placed in the top 3 bands. Students performed well in structuring their text. The main area in which students were under performing in comparison to the state, was in developing and elaborating their ideas with accurate sentence punctuation.

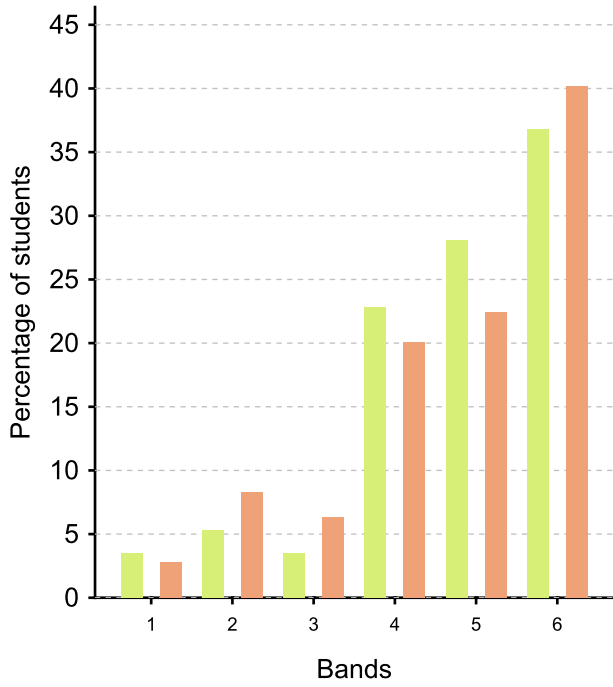
Spelling is an area of strength with 41% of students achieving the top bands compared to the state average of 33%. Girls performed slightly better than boys. In analysing items, the school performed better than the state average in applying knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. 56.8 % of students reached expected growth from Year 3.

In grammar and punctuation, 43% of students were above the state average in the top 2 bands. An area where the school was significantly above the state, was in identifying parts of speech including verbs and adjectives. An area for further development will be in creating meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences.

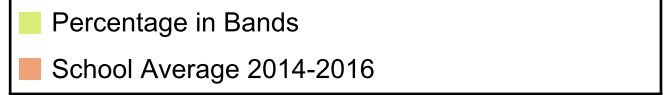
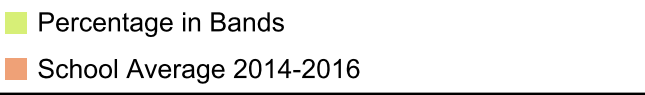
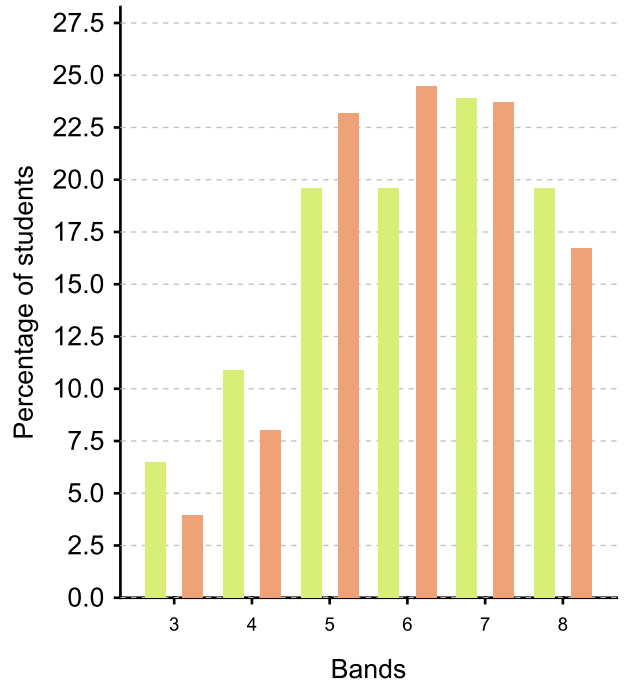
The graphs below provide visual representation of student achievement. It is important to note the green coloured bars indicate the percentage of students across bands in 2016 whilst the orange bars show the average percentage over the past two years.



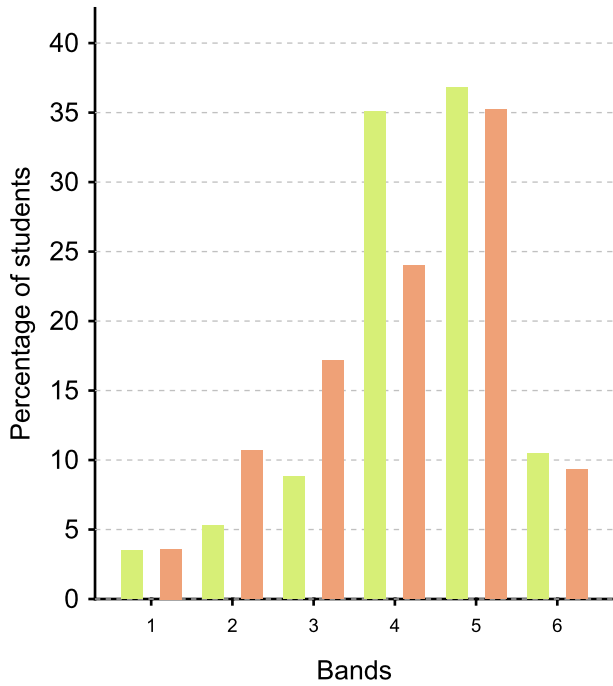
Percentage in bands:
Year 3 Spelling



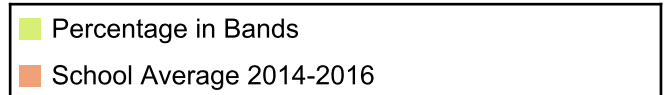
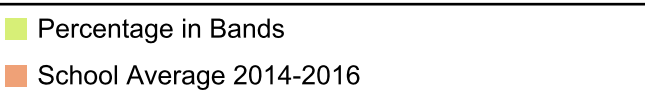
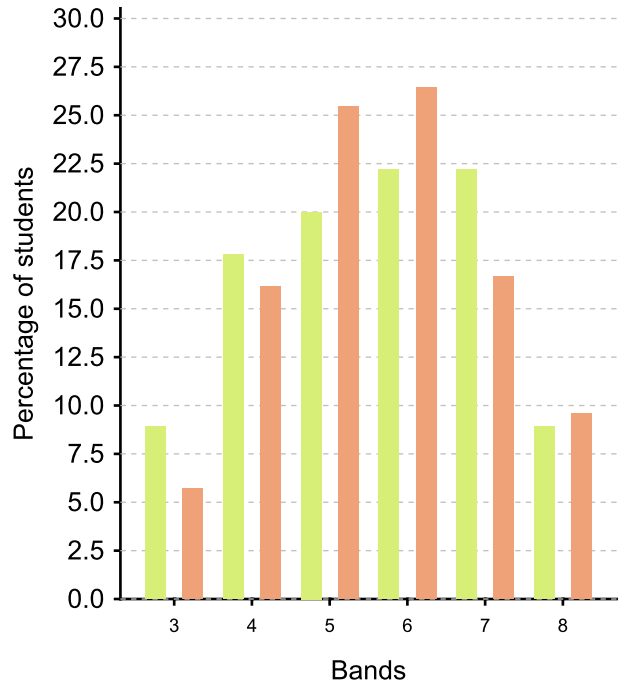
Percentage in bands:
Year 5 Grammar & Punctuation



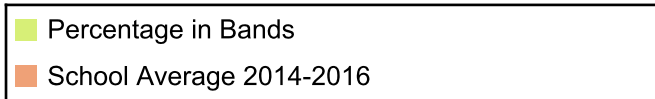
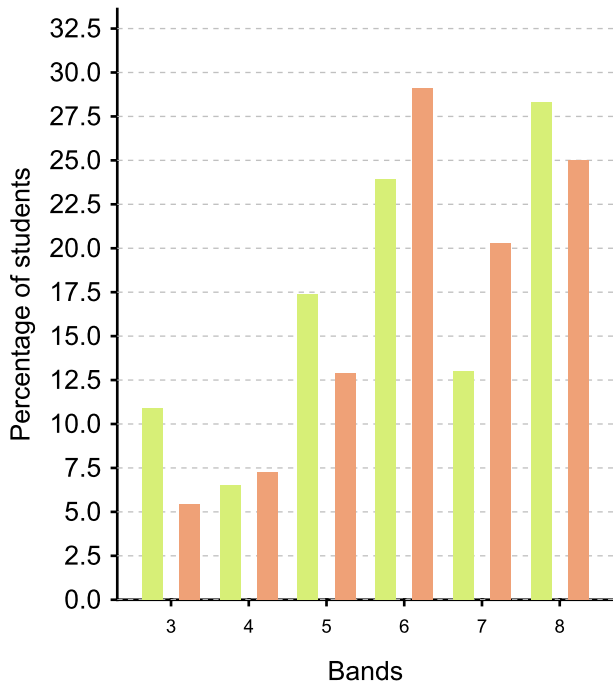
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling

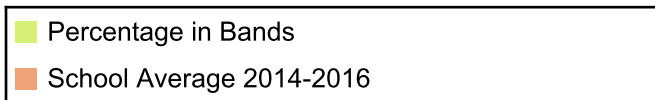
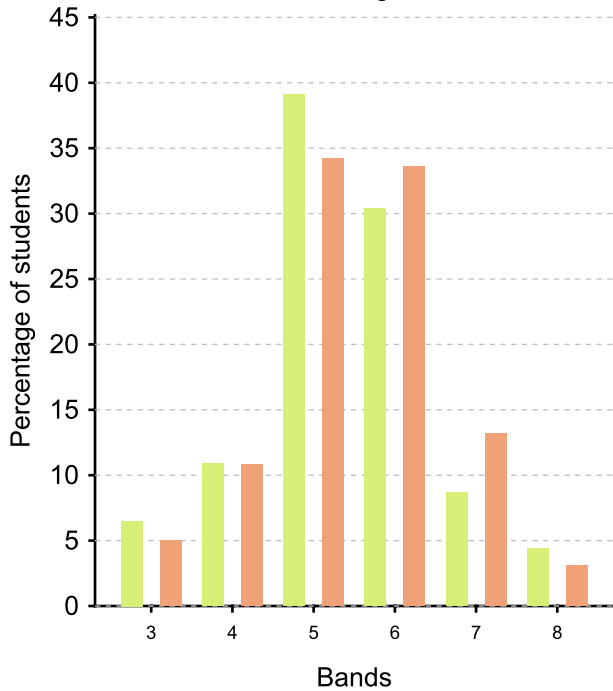


a word problem, place value and money. Place value and problem solving will be a focus for 2017. There has been a decline in school results over the past 2 years as Literacy, developing 21st century competencies and the implementation of new syllabus documents was a priority. Numeracy will be the key focus area for improvement in 2017.

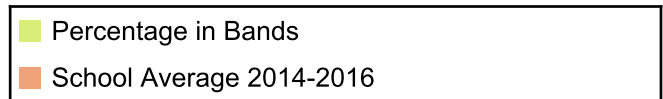
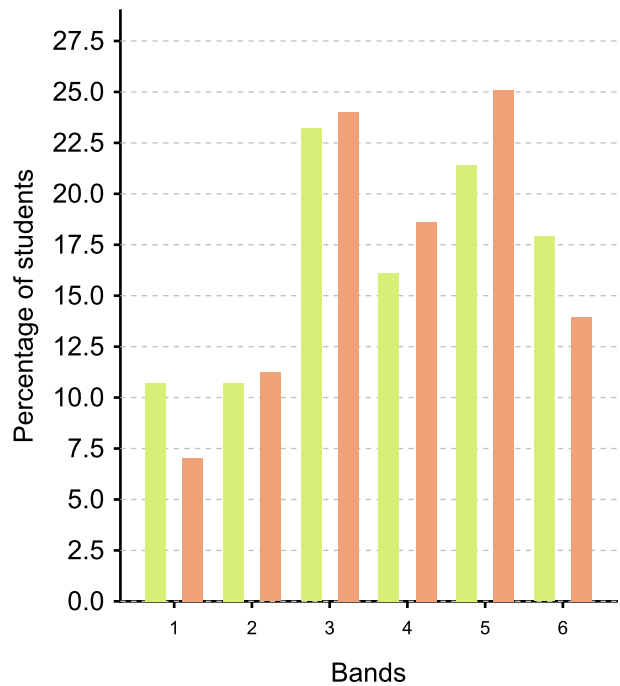
Year 5 Numeracy

As for Year 3, there has been a decline in the number of students attaining the top two bands over the past two years. 22% of Year 5 students attained the top 2 bands in numeracy compared with 31% of the state. 15% of students are below the national minimum standards with 54.3% achieving bands 5 and 6. There is a school target to increase attainment of the top 2 bands by 8% by 2019. The school group performed better than the state in questions relating to fractions and decimals, addition and subtraction, two dimensional space, and length. Items where the students were below the state average specifically referred to place value, using money, rearranging fractions, adding and subtracting decimals, converting between units of measurement and interpreting word problems.

Percentage in bands:
Year 5 Writing



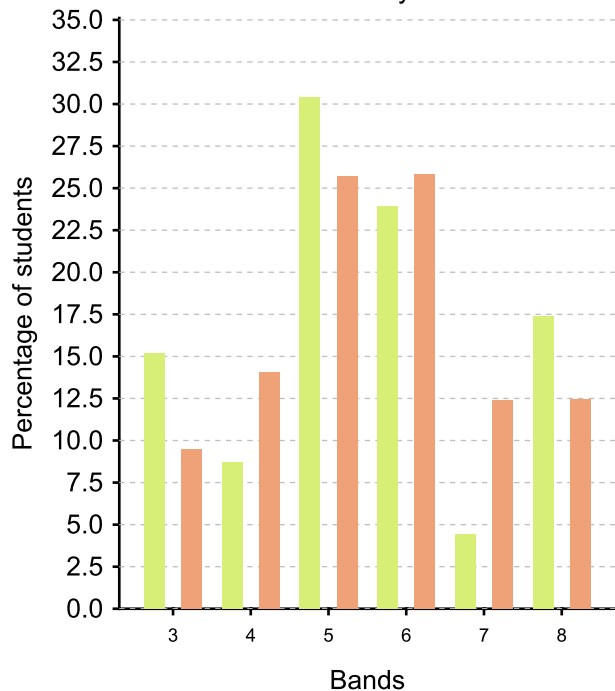
Percentage in bands:
Year 3 Numeracy



Year 3 Numeracy

55.4% of students attained band 4 or higher with the majority in Band 3. There was little difference between the genders with boys achieving only slightly higher than girls. 21% of students were below minimum standard. Areas in which the school was significantly below state average were related to probability, solving

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the "Find a School" and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent Survey Results

Each November, the school organises a comprehensive Kindergarten Orientation program to transition new students into Early Stage One. Parents are provided with information booklets about the school and tips for assisting children in beginning school. Three information sessions are arranged for parents during times when preschool children are sampling classroom life and early Kindergarten activities. Parents of 71 newly enrolled Kindergarten students were surveyed regarding the service provided by the school from the point of Kindergarten Orientation until the end of the first 3 weeks at school. As part of the survey, parents were requested to rank aspects as either weak, average, very good or excellent. They were also asked to make comments and suggestions for improvement. The findings are outlined below:

- All parents surveyed found the three information sessions for parents to be extremely beneficial with 97% indicating the topics were highly relevant and the experience prepared their child for school.
- Following two weeks of formal lessons, 92% of parents indicated that their child was happy at

school and found learning activities engaging.

- 89.6% of parents stated the teachers were very good or excellent in welcoming their child into school whilst 11% thought this aspect was average.
- 93% of parents thought the organisation of the Best Start Assessment was very good or excellent. 6.4% thought it was weak to average.

Comments included:

- Teachers were so welcoming and made my daughter feel very comfortable,
- My son loves "Big School". He says he learns "cool stuff" and never gets bored.
- My child is happy and I am sure in time, he will be a confident individual.
- There could be more flexibility in teachers starting class at 9.00am as some parents have questions in the first few weeks,
- It would be good to have more information about the day to day school operations such as the canteen, lunch times, parking etc, and
- A tour of a Kindergarten classroom would be good to enable us to understand our child's learning environment plus a walking tour of the school.

Student Survey Results

125 students across Years 4,5 and 6 participated in a survey in relation to school life and student wellbeing.

- On average, 85% of students felt accepted and valued with a high sense of belonging. It was interesting to see the number dropped from 95% in Year 4 to 78% in Year 6. 43% of students indicated they were victims of moderate to severe bullying. Most of those responding in this way were boys. This will be an area for further investigation with the aim to improve these social and emotional outcomes in 2017.
- Nearly all students indicated they tried hard to succeed. 88% of students at Glenfield were interested and motivated in their learning. The state average for these years is only 78%. There was little difference between responses from boys and girls. However, only 63% of students stated they had positive homework behaviours.
- In the school learning environment, students rated classroom learning as 8.3 out of 10. They felt the classrooms are well organised, learning is relevant and the teacher provides appropriate feedback that assists their learning. Students mostly felt teachers were responsive to their needs and encouraged independence. Positive teacher/student relations were rated 8.7 out of 10 whilst students rated teachers' expectations for academic success as 9 out of 10. The NSW state norm for this is 8.7.

Staff Survey Results

Through the "Tell Them From Me" survey, teachers reflected on how the school implements the key drivers for student learning. These included learning culture, data informing practice, teaching strategies, leadership, technology, collaboration, parent involvement and an inclusive school environment. In general, teachers indicated:

- The school was strongest in learning culture, teaching strategies and inclusiveness whilst the weakest area was considered to be technology. 88% of teachers felt the school was highly inclusive and set clear expectations for behaviour.
- In technology, teachers mostly assist students in setting goals for learning new technological skills. Students use technology mainly to undertake research. However, they have limited opportunities to use computers or other interactive technology to analyse, organise and present information. Although classrooms are equipped with interactive whiteboards, there is limited accessible devices for independent use other than the computer lab which is shared between 16 classes. It is a future goal to invest in more ipads and/or laptops for classroom use. The school is also considering the viability of students bringing their own device. This will be trialed in Stage 3 next year.
- In the area of leadership, teachers rated highly their work with school leaders in creating a safe and orderly school environment. They would however, appreciate leaders being more supportive and observing them teach to provide feedback as to how they can improve teaching practice. Mentoring timeslots will be introduced next year whereby team leaders can work alongside teachers in negotiated focus areas.
- In learning culture, teachers felt there are high expectations for student learning and progress is closely monitored. Results of assessment tasks inform teaching.

Policy requirements

Aboriginal education

4.9% of students at Glenfield are Aboriginal. The school supports these students through individualised learning pathways. Teachers develop personal educational plans that set goals in relation to each student's learning needs and interests. Parents are encouraged to contribute to these plans each semester. Student attendance and academic progress is closely monitored. In relation to external academic performance in NAPLAN, 50% of Year 3 students attained either Bands 4 or 5 across all aspects with the remaining students attaining Bands 1 to 2. In Year 5, 66% of Aboriginal students achieved Band 4 or higher with the remaining 34% attaining Band 3. Aboriginal perspectives are integrated throughout all key learning areas as the school promotes Aboriginal culture and history throughout the curriculum. Aboriginal students take pride in delivering the Acknowledgement of Country at all assemblies and contributed to creating Aboriginal artworks which are now displayed in the school.



Multicultural and anti-racism education

Glenfield is a highly multicultural school. 83% of students are from non-English speaking backgrounds, encompassing approximately 40 different languages. This year there was an increase in teaching staff for English as an additional language and/or dialect (EAL/D). The school also used some equity funding to employ a teacher for another day per week across the year. Although the school has an anti racism officer on staff, there were no significant reports of racism. The school prides itself on a strong school culture of acceptance and cohesiveness.

We celebrated the varied cultural backgrounds that exist in our school on Harmony Day, where children wore orange clothes and learnt how “our diversity is our strength.” International Day saw the culmination of a term’s work as students wore national dress, performed cultural items for the community, visited “other countries” in the school and, with their families, tried many delicious foods. A hand print mural with an inscription was created with every student and staff member participating. Parent group was also responsible for designing and painting school community focused walls that welcome all cultures to our school.

Other school programs

Sport

Students from K–6 were offered a wide variety of sporting activities to support and cater for their different capabilities and interests. At our swimming carnival, we saw students excel with many of our students reaching the qualifying times to successfully allow them to participate in the zone carnival. This zone carnival was convened by teachers from our school.

The cross country carnival provided opportunity for students who enjoy long–distance running to showcase their talents. 48 students attended the zone cross country. Three of our students were placed within the top 8 at this event and were able to progress to the Regional Carnival.

Our Athletics Carnival was held at Campbelltown Sports Stadium for all K–6 Students. We sent a strong team of 33 students to the Fields Zone Athletics

Carnival. At Zone Carnival, Dakota Tan-Bautista broke the Fields Zone record for 100m, 200m and 800m. She was also the Fields Zone Athletics Junior Age Champion. Glenfield PS was the winning school of the Zone Athletics Carnival. 12 of our students were successful in competing at the Regional Athletics Carnival.

Over the course of the year numerous students were selected to trial for the Fields Zone teams in various sporting codes. Some were successful and represented the Fields Zone team in Girls' Basketball and AFL. The students of Glenfield Public School showed great sportsmanship at our PSSA Gala Days and were successful in obtaining the junior trophy in Tee-ball. We had 3 teachers who convened the basketball, softball and tee-ball gala days.

Swimming Scheme this year was also a success, where 60 students attended daily for 5 days. Swimming Scheme helped these students develop water confidence and provided them with basic skills in water safety and survival.

Creative Arts

The Music Bus provided tuition in keyboard to fourteen students during Terms 1, 2 and 3 and twelve students during Term 4. Five students enrolled for the duration of the year. Some of these students performed at assemblies during the year. The school had a choir and dance group who also performed at special assemblies to entertain students and guests. The school held an art show and a "Carols Night" and "Glenfield's Got Talent" event where 28 students performed on stage. This was a wonderful opportunity for the students to showcase their artistic and musical talents. It also provided another opportunity for the school community to engage with the school.