

Glenhaven Public School

Annual Report



2016



2003

Introduction

The Annual Report for 2016 is provided to the community of Glenhaven 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.

The 2016 Annual Report has been prepared in consultation with Mr David Reid, Mrs Janine Wilson, Mrs Belinda Reedman, Mrs Tanya Sundfeld and Mrs Lee Hodgkinson.

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Message from the Principal

PRINCIPAL'S MESSAGE

School partnership based on mutual trust and respect is the cornerstone of the success of Glenhaven Public School. Coupled with the acceptance that education of our children is a shared responsibility we all continue to build a quality learning environment. As a school community we continue to strengthen our structures and increase the level of engagement by all. Our community provides a rich source of information and expertise which can only strengthen our school.

Here at Glenhaven Public School, we continue to provide a nurturing and supportive learning atmosphere. We strive for quality teaching and learning, we value our community and we recognise that leadership is critical to building, maintaining and renewing partnerships. We continue to plan for improvements across all areas of school life. Our high expectations and our values are all aimed towards maintaining Glenhaven's reputation as an outstanding example of public education.

Mrs Kerry Maxwell

Principal

School background

School vision statement

At Glenhaven Public School we believe that through best practice and commitment to the development of the whole child, we aim to develop creative thinkers and problem solvers who are engaged and self-directed. We believe that collaboration and the development of strong partnerships with and beyond the school will inspire the development of confident, resilient and innovative learners through giving every child opportunities within a culture of growth and performance.

Glenhaven Public School is committed to working as a community to support students and their families through current comprehensive educational programs and opportunities which are designed to maximise achievement for all and build capacity for success as 21st Century global citizens.

School context

Glenhaven Public School is a coeducational school in the Dural Network of Schools and is located in a natural bush setting on Glenhaven Road. It is a caring school, proud of its tradition of promoting academic, cultural excellence and high personal standards and values.

Glenhaven Public School has a current enrollment of 427 students. Our diverse community includes students from different cultural backgrounds. Approximately 11% of our students are from a non-English speaking background and 1% Indigenous background. The school's core values are Respect, Responsibility, Being Safe and Learning.

In 2016 the school formed 17 classes including four Stage 3 classes, four Stage 2 classes, a multi stage class, five Stage 1 and 3 Kindergarten classes.

The school's community has a medium to high socio-economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and homes within the school's drawing area are keenly sought after.

The school is supported and valued by its local community and the Parents and Citizens Association is active in supporting student learning.

Our dedicated staff, comprehensive programs and supportive community ensure our students are offered the best possible fully rounded education to prepare them for life.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

An evaluation of the School's excellence Framework was conducted by the Executive in reflection of their stages of supervision and roles and responsibilities they held across the school. Placement in all domain areas was considered individually and then as a group with a focus on evidence to support these decisions.

In the domain of Learning, our focus has continued to show progress in many areas after specific focus on well-being, curriculum and learning and assessment and reporting measures. Positive Behaviour for Learning was introduced throughout the year and has resulted in the school consistently implementing a whole-school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. This focus will continue throughout next year where behaviour expectation lessons will be specifically taught and community engagement in this process a priority with information nights and newsletter reports. Continued partnerships with local high schools and peer school have developed a higher level in the area of curriculum and learning. The school has actively engaged in an increased number of extra-curricular learning opportunities which are significant and support student development. This includes new initiatives such as Tournament of the Minds and membership of the GATS Dural network. The 21st Century project with Newcastle University and Samuel Gilbert Public School continue to highlight the school's focus on using evidence-based teaching practices that involve innovative delivery mechanisms. This year saw the introduction of whole school processes for the collection, analysis and reporting of local and external data on school and student performance. Information nights were held in regards to the school's NAPLAN results as well as monitoring of student growth as a whole in both Numeracy and Literacy.

In the domain of Teaching, the school had a major focus on writing where the school leadership team demonstrated instructional leadership, promoting and modelling effective, evidenced based practice. The entire staff received a day's professional development in the implementation of the Seven Steps to Writing Success. Evaluative processes continue to be developed to ensure teachers reflect on their own teaching practices to enable maximum student engagement and growth. PLAN data, benchmarking, stage assessments and online PAT assessments are some of the assessment strategies implemented to help monitor learning progress and to identify areas for improvement. A focus on collaboration has again been a focus to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of judgement. The school continues to identify expertise within its staff and use this to further develop its professional learning community. The completion of Performance and Development plans to map out individual teacher's professional goals has ensured that staff are actively engaged in planning their own professional development to improve their performance.

In the domain of Leading, the school has spent considerable time this year focussing on developing the areas of school resources school planning, implementation and reporting as well as leadership. The introduction of new LMBR processes has been adopted and implemented ensuring that administrative practices effectively support school operations and the teaching and learning activity of the school. The development of leadership capabilities across the school has resulted in staff achieving promotion positions and members of the leadership team embracing full school roles to further enhance their knowledge and skills in whole school programs and initiatives. Opportunities have been provided for students and the community to provide constructive feedback on school practices and procedures through the use of Tell Them from Me surveys as well as survey monkey. Links with outside agencies and organisations support the school's programs such as Gifted and Talented networks, local schools and University of Newcastle.

The implementation of the above mentioned programs has ensured that the school continues to grow and meet the many Statements of Excellence expressed through the School Excellence framework.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to 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 differentiated learning that develops creative and self-directed learners.

Purpose

To engage every child with a differentiated and challenging curriculum that focuses on developing individual strengths, capacity to learn, to play an active role in their own learning and to work collaboratively with others. Students will be encouraged to problem solve in an environment that stimulates independence, resilience, curiosity and encourages risk taking.

Overall summary of progress

GIFTED AND TALENTED PROGRAMS

Throughout the year academic opportunities have been provided for gifted students to be involved in additional programs and competitions with some amazing results being achieved.

In 2016, Glenhaven Public School joined the GAT Hills Network with Assistant Principals, Janine Wilson and David Reid attending the meetings. Both staff members had the opportunity to attend a Master Class on Differentiation programs in Gifted Education by leading Professor Todd Kettler and Professor Tamra Stambaugh. Professional learning on the master class was shared with all staff, focusing on the leadership aspect of differentiation, in the context of the classroom, whole school and community of schools.

The GAT Hills Network also ran a SciTech Fair which showcased the top 2 students Scientific or Engineering investigations from each participating school. Our selected students represented the school proudly with all the investigations from participating schools being of a very high standard. Evan La Fontaine (Year 6) was awarded the Champion for the Scientific Process and Lucas Nero (Year 4) was awarded the Highly Commended for Technology/Models category.

This year marked the inaugural year for competing in Tournament of Minds (TOM). TOM is a problem-solving program for teams of students. Our school entered two teams, a Language Literature and Science and Technology team.

Students were required to solve demanding, open-ended challenges developing their creative problem solving techniques, cooperative learning and team work. Both teams received Honours in their category in the Sydney North Regional Tournament. This is an outstanding achievement for our first year of entering.

All students from Years 3–6 are involved in the Hills Network Public Speaking Competition. Glenhaven Public School was represented by Elyssa Tedesco (Year 3), James Napoli (Year 4), Jamieson Hedges (Year 5) and Georgia Keen (Year 6). The students competed against thirteen schools in our network. All four students represented our school superbly with Jamieson Hedges being awarded the Year 5 Champion and James Napoli being awarded a Highly Commended.

This year a total of 25 students entered the STANSW Young Scientist Awards. Two of our students received state awards for their scientific investigations. Evan La Fontaine (Year 6) was awarded first place in the Years 3–6 Scientific Investigation Category as well as the RACI Chemistry Encouragement Award that was sponsored and selected by Royal Australian Chemical Institute for showing ability, skill and promise for Chemistry. Evan was the only primary aged student to win this prestigious award. Lucas Negro (Year 4) won the Years 3–6 Models and Inventions category.

Selected Gifted and Talented students from Years 1–6 also had the opportunity to attend G.A.T.E.W.A.Y workshops over the course of the year. The workshops provided challenging, hands-on and engaging activities to extend and stimulate students as well as providing an opportunity for students to work with like-minded students with experienced teachers who are experts in their field.

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Throughout 2016 Glenhaven Public School identified a need for explicit instruction of expectations and a consistent application of identified expectations across the whole school. We began our journey of Positive Behaviour for Learning (PBL) in 2016. Surveys were conducted within the community and across the staff to identify the areas that were causing the most concern. Seven staff members attended professional learning, to begin the process of implementing PBL in our school during 2017.

From the surveys, we identified that most of the behaviours that we wanted to see fit within three broad values being Respect, Responsibility and Personal Best. Areas within the school were then analysed, with clear explicit expectations created to guide student behaviour. Lesson plans were created so that staff could teach all students expected behaviour in each area that align to being respectful, responsible and aiming for their personal best.

Our award systems of smiley awards and super efforts leading to the bronze, silver, gold and principal awards were evaluated and linked to our PBL expectations. Staff determined that the consequences would take the form of a yellow card being for a warning or a minor inappropriate behaviour, whilst a red card would be for a serious or a major inappropriate behaviour.

After further professional learning for the whole staff, we agreed on actions to be taken, when inappropriate behaviour occurs and the behaviours that constitute a major or minor behaviour.

Within 2017, lessons will be explicitly taught throughout the year, with positive behaviour continuing to be rewarded.

Throughout the continued development and implementation of this initiative, community engagement through information sessions and regular newsletter sections will be essential.

DATA COLLECTION

During 2016, the school formed a whole school assessment and data timeline which was adhered to by all teachers. This system was introduced to enable the successful tracking of student growth and aide in the identification of the areas for future development. This data also formed the basis of future teacher professional learning. Minimum target growth was established at all Key Learning Stages which resulted in early intervention when students were unable to attain expected growth. This occurred through accommodations and adjustments to existing programs, personalised learning plans and Learning Support Team intervention when needed.

Data consisted of benchmarking of reading levels, online PAT testing, SA Spelling, Stage based maths assessment as well as further literacy and numeracy continuum data. All of this information was successfully communicated as the child progressed and continues to progress through the school.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students, which measurably improves individual and collective well-being with playground referrals reduced by 50% .and the introduction of Positive Behaviour for Learning	Staff collaboratively devised a clearly defined set of major and minor behaviours within the introductory structures of Positive Behaviour for Learning. All staff and students aware of the expectations in the aim of consistent teacher judgement.	\$7000 (using Socio-Economic funding)
The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.	K-6 Assessment Timeline implemented and monitored regularly. Growth measures of students identified in Learning and Support meetings and student referrals. Reports to parents, regular teacher feedback, explicit learning intentions, completed PLaSP's and the completion of the Nationally Consistent Collection of Data.	\$6000 (using Learning and Support Flexible Funding)

Next Steps

During the 2017 school year, we will continue to implement PBL in all settings. This will be an incremental introduction to ensure that all teachers, students and parents are fully aware of the consistent expectations the school has set for behaviour. The school will be continually communicating the steps in this implementation through the school newsletter and regular emails. The school will also hold parent information sessions regarding PBL. Students will partake in regular lessons in the classroom which will clearly define exactly what each of the expected behaviours look like in specific situations.

All Gifted and Talented programs will continue to provide opportunities for students in 2017 to display their higher order thinking skills and talents to the wider community through the challenging and stimulating programs and competitions. Whilst the school aims to cater for high achievers, we will also deliver programs for students that are identified as requiring support. These programs (for example; Rip It Up Reading, Spelling Mastery and in-class support) will also continue to provide extra support for these students throughout 2017.

A staff member, identified as a Master Teacher, will be released one day per week to fulfill the role of an instructional leader. This teacher will team-teach STEM lessons which will be integrated into our current Science Units and these will be developed to cater for all students in the classroom allowing for appropriate differentiation where needed.

Strategic Direction 2

Quality teacher and leader learning.

Purpose

To create a meaningful, inclusive and equitable whole school learning environment that encourages and supports a range of learning styles and abilities. The delivery of a 21st Century quality teaching curriculum focused on innovative learning, meaningful integration of technology and measurable growth and performance.

To give staff the expertise and confidence to competently implement rigorous and appropriate teaching practices that prepare children for a future shaped by technology and creative, open ended thinking.

Overall summary of progress

21ST CENTURY PROJECT (CCT)

Five teachers representing each stage in the school, led by Tanya Sundfeld (Assistant Principal), participated in 21st Century Creative and Critical Thinking project. Staff, with the support of an academic partner Dr Kylie Shaw from Newcastle University, attended five professional learning sessions to identify and understand the opportunities that learning activities give students to build 21st century skills and how to identify these in student's work.

Teachers then developed units of work in collaboration with teachers from Samuel Gilbert Public school, incorporating collaboration, knowledge building and real world problem solving skills. Teachers from the Glenhaven Public School team then led teachers in implementing the project within all classes across their stage.

Teacher Observations and evidence was collected to measure the level of depth that this program achieved. Students created and completed a variety of projects that incorporated not only 21st century learning skills but skills from across all Key Learning Areas. At the conclusion of the project teachers from Glenhaven Public School and Samuel Gilbert Public School presented their findings to Executive Director Jane Simmons and led discussions with colleagues from both schools.

PERFORMANCE DEVELOPMENT PLANS

These plans were completed by all staff members through consultation process with stage supervisors. Staff agreed to a common goal around the implementation of the Seven Steps of Writing Success program. Content of other goals was then collated with professional learning needs categorised across Kindergarten to Year 6. Support in these areas was provided through an Assistant Principal to ensure that maximum opportunities were provided for successful attainment of these goals. Lesson observations and effective feedback were provided as another means of measuring the level of achievement in regards to specific goals. These goals were identified prior to the lesson observation which was carried out by the Executive team. Team teaching lessons were also offered in the area of writing to ensure an equal knowledge and understanding across the school. All Performance Development plans were completed with relevant feedback from stage supervisors and Principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff reflecting on pedagogical practice and modifying teaching in reflection of student learning. Staff taking risks in teaching and continually striving for excellence.	Creative and Critical Thinking embedded clearly in classroom practice and across stages. Clear evidence of this program in classrooms. Creative and Critical Thinking embedded clearly in classroom practice in all classes and across the school.	\$6000 (using Think Tank Grant) \$6000 (using Professional Development allocation)
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.	Australian standards booklet completed with evidence folder for selected staff. All staff participated in lesson observations. PDP cycles completed in a timely manner. Program registration and evaluation are completed by all staff members. Seven Steps to Writing Success program implemented in all classroom K-6.	\$8000 (Professional Learning) \$10000 (Literacy & Numeracy)

Next Steps

The 21st Century Project will involve all staff members at Glenhaven and the school will adopt an 'all in' policy for the delivery of this initiative in 2017. Whilst we will continue to share resources and success stories with neighbouring schools, the main context of this project will be school based. During the 2017 year, this project will be implemented with a school focus and internally developed to suit the needs of the school. The project will also be linked to our Science units as this is an area, school-wide, where teachers have identified the need to develop the strength of pedagogy across the school. The project will again focus on the integration of ICT with a main drive on student self-regulation. During 2017, the school will develop a school wide accreditation procedure to transfer all existing staff (if not already accredited) onto the new accreditation scheme. Whilst embedding student self-regulation into our programs, this accreditation process will continue to drive improvement in teaching and teacher learning through the very nature of reflective accreditation processes.

The school executive will continue to ask teaching staff for evidence of their teaching to be evident in their programs. On two fronts, this will help with our school drive for evidence collection to support School Excellence Framework positioning as well as the staff accreditation process.

The school will undertake a whole school Writing Improvement Plan which is a natural development of the Seven Steps to Writing Success Program initiated and implemented in 2016. This will involve team teaching across all K-6 classes with an additional extension program and support program where by students are withdrawn from classes to receive an additional hour writing lesson with an instructional leader.

In 2017, extending through into 2018 and beyond, Glenhaven Staff will begin the journey of learning about formative assessment and effective student feedback, the research behind why it is so effective and strategies to implement it successfully in the classroom.

Formative assessment is a range of formal and informal assessment practises conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment of learning. Staff will be involved in professional learning opportunities run by executives and external experts aimed at unpacking the research as to why implementing formative assessment and effective feedback in the classroom is beneficial and the positive impact it has on student learning. They will participate in professional learning activities that help them to develop their understanding of what formative assessment and effective feedback is and is not, its place in the classroom and practical strategies to implement formative assessment and positive feedback in the classroom.

Strategic Direction 3

Quality community partnerships and engagement

Purpose

To ensure the delivery of a quality education, underpinned by effective and supportive partnerships with strong organisational structures that value purposeful communication and meets the current needs of the community.

The implementation of efficient management and teaching practices that lead a creative, inclusive school within a positive learning culture that engages with families and the community.

Overall summary of progress

During 2016, all staff were informed and the community were made aware of the changing financial structures needed for the transfer to Local Management and Business Reform (LMBR). Organisational structures for ordering and payments were changed to reflect the new system and strict cut-off dates for payments were enforced to make management and availability of these events more effective and timely.

RAM allocations and Parent Contributions were spent with all details effectively and efficiently shared with the staff and community in a timely manner. During 2016, a new outdoor learning space was installed in collaboration with the schools P&C association. This initiative was communicated with all staff and the wider community in a consultative manner before incurring the expenditure for this project.

Information about the development and implementation of PBL was also communicated widely through various emails and school newsletters, keeping the entire community abreast of new and changing structures within the school environment. The school successfully increased the number of parents volunteering within classrooms supporting students in programs such as Spelling Mastery and Multi-Lit.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Purposeful and productive partnerships with local community and businesses to maximise whole school learning and opportunities.	Improved parent attendance at Information sessions. Parent and community engagement in improving school growth in 21st century skills implemented in the classroom across all stages	NIL
Improved resources and access to resources through the partnerships developed within the community.	Outdoor learning space ordered and installed. Sponsorship attained from community businesses to support school resources and initiatives..	NIL

Next Steps

During 2017, Glenhaven aims to develop a whole school database of parent professions (for available support) in managing and maintaining school facilities. The aim is for parents and local businesses to support the school in which ever way is possible. We will be also looking to develop relationships with willing businesses outside of our parent network and build mutually beneficial partnerships.

The school aims to continue improvement of community engagement through holding quarterly Working Bee's running a Trivia Night and the constant invitations to all of our community to learn about exactly what is happening in classrooms across the school. In 2017, we will tranform the school newsletter to include much more of our student work samples and some information about what each stage has been learning about during the term. The plan is for each stage to insert a section once per term about what has been happening in their classrooms.

Staff will learn how to fully utilise the reports generated from PLAN and the school will develop an embedded practice of analysing PLAN reports to inform future learning and teaching targets. The PLAN reports will be issued to parents on a regular basis to keep the link between home and school strong with a continued focus on student improvement and feedback.

The school will encourage the continued support of Learning and Support Programs through parent volunteers.

LMBR structures will be revised and new structures may be implemented to streamline running of the school. This will again be clearly communicated to the school community through school newsletters and emails.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	One to one support for both Literacy and Numeracy where appropriate according to individual students Personal Education Plans.	\$1814
Low level adjustment for disability	Learning and Support Programs including (but not limited to): Rip It Up Reading, Spelling Mastery, Games Room and Classroom Support as guided but students Personal Learning Plans and those students identified through Nationally Consistent Collection of Data.	\$19833

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	209	205	206	203
Girls	216	215	216	216

Student enrollment during 2016 stayed true to recent school based trends. 17 classes were formed very early in 2016. Future trend data should see Glenhaven enrolments increase over the next three years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	96.2	92.8	96
1	96.2	96.5	94.9	95.7
2	96.2	95.7	95.3	94.3
3	95.1	96.3	96.6	96.2
4	95.9	95.7	93.8	96
5	94.3	95.6	94.7	95.4
6	95.6	95.4	95.3	95.5
All Years	95.7	95.9	94.8	95.6
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

Attendance data confirms that we have very few attendance issues at Glenhaven Public School. Attendance is monitored closely and unjustified absences are followed up with parents and students regularly.

Partial absences continue to be an area of concern which is regularly addressed in the school newsletter.

Class sizes

Class	Total
KT	20
KM	17
KH	19
1/2S	25
1T	24
1H	24
2F	24
2D	25
3D	28
3B	29
4Z	28
4R	28
4/5W	26
5L	24
5D	24
6S	29
6R	28

Structure of classes

17 classes were formed in 2016 comprising of only one cross stage class. Student numbers determined the need for a 4/5 composite class which was used to make the class sizes in Year 4 more manageable due to a peak in enrollments in this grade.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	3.12
Other Positions	0.15

*Full Time Equivalent

No staff member reported as being of Aboriginal or Torres Strait Islander origin.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2016 staff at Glenhaven Public School took part in numerous professional learning and teaching accreditation activities. The school was involved in a Community of Schools project through a successful Creative Thinking project application. Through this project both a select team and the whole staff were involved in a 21st Century Learning Design project. An academic partner, Dr Kylie Shaw was pivotal to the project.

A select team took part in Positive Behaviour for Learning (PBL) training and all staff have since attended in school training, led by the PBL team.

Other forms of professional learning included development in the area of technology and integrated use of iPads in the classroom as well as many sessions on the new Australian Curricula and the use of PLAN data analysis and software.

Other professional learning activities attending by staff consisted of Seven Steps to Writing Success, Learning Support team network meetings, Super Six Comprehension Strategies and a 3 hour Gifted and Talented information session.

Staff attended a variety of professional learning activities in support of their Performance and Development plans.

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.

During the 2016 school year, Glenhaven Public School transferred over to the new accounting and school management systems known as LMBR. The Local Business Management Reform (LMBR) saw the school undergo a full audit of accounts, staffing entitlement, technology audit and much more. The older style OASIS system was frozen and all information transferred across to the new operating systems.

Our school office staff, Nicole Tuite and Pina Wehrmann, undertook many days of training in the use of the operating platform and all of its functions. We now have interconnectedness between a few of our different operating systems which has also supported the introduction of localised data in a central location.

This change across to LMBR only strengthened the need for family payments to have a definite cut-off date as all monies are now processed off site. The school bank account was closed and all accounts now sit with the DoE. The off-site processing centre can take up to 30 days to generate payments, hence the need for strict deadlines – for payments to be processed in time.

All of the teaching staff have also undergone training in the new roll marking procedures, sick bay referrals from the classroom and the new process to collect data which should easily transfer from one teacher to the next as the children progress through their schooling.

During the 2016 school year, Glenhaven implemented the following Voluntary Contribution Levy's:

- Technology – this was used to support the school focus of high technology integration (see Technology Report further on)
- Art & Craft – this was used to supply the children with an array of art material of the highest quality.
- Stationery – this was used to maintain adequate resources for teaching and learning.

Income	\$
Balance brought forward	147 282.00
Global funds	127 454.00
Tied funds	60 805.00
School & community sources	275 267.00
Interest	2 159.00
Trust receipts	2 838.00
Canteen	0.00
Total income	615 805.00
Expenditure	
Teaching & learning	
Key learning areas	15 189.00
Excursions	60 297.00
Extracurricular dissections	77 019.00
Library	7 694.00
Training & development	4 683.00
Tied funds	29 163.00
Short term relief	43 812.00
Administration & office	78 591.00
School-operated canteen	0.00
Utilities	23 425.00
Maintenance	15 005.00
Trust accounts	11 160.00
Capital programs	0.00
Total expenditure	366 038.00
Balance carried forward	249 767.00

The information provided in the financial summary includes reporting from 1 December 2015 to 10 June 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	560 101.39
(2a) Appropriation	426 239.40
(2b) Sale of Goods and Services	6 624.92
(2c) Grants and Contributions	125 749.28
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 487.79
Expenses	-435 442.27
Recurrent Expenses	-435 442.27
(3a) Employee Related	-133 798.29
(3b) Operating Expenses	-301 643.98
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	124 659.12
Balance Carried Forward	124 659.12

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.

The large amount of funding within the Extra-Curricular Dissections incorporate the school Dance Program and School Dance/Troupe Program. This encompasses the annual school concert which is well attended by all families where every student is expected to perform their dance routine that has been learnt throughout the year. A large impact on this funding area is also evident through the placement of Unit Instances in the new LMBR financial management systems.

Over spending in the area of short term relief is an area of concern for the executive and continues to be a focus area of improvement to avoid school funds being consumed covering this loss.

Under spending in the area of tied funds is evident because the first financial table represents less than half a calendar year. The remaining tied funds were

spent through the remainder of the 2016 year with Computer Coordinator allocation and Flexible Funding being exhausted by the conclusion of 2016. These funds were spent on the implementation of programs such as; Seven Step to Writing Success, Rip It Up Reading, Spelling Mastery and much more in alignment with the School Plan.

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	2 676 110.33
Base Per Capita	22 614.42
Base Location	0.00
Other Base	2 653 495.91
Equity Total	79 657.47
Equity Aboriginal	1 814.48
Equity Socio economic	6 999.55
Equity Language	0.00
Equity Disability	70 843.44
Targeted Total	0.00
Other Total	29 917.13
Grand Total	2 785 684.94

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 student performance in Numeracy was well above State averages with in excess of 60% achieving in the top two bands.

Year 3 again performed well in Reading with approximately 78% of students achieving the top two bands. In Year 5, students also performed well with over 50% of students achieving the top two bands and

no student achieving below Band 5.

Grammar and Punctuation has been a focus at Glenhaven for the past 2 years with results reflecting the explicit teaching and learning activities occurring in the classrooms. In Year 3 the school received an excellent result with nearly 60% of student being placed in the top band. Year 5 also achieved great results with more than 70% of students achieving the top two bands.

Whilst Glenhaven maintains a level well above State averages for Writing, this is an area we feel we can continue to focus on and develop. While the implementation of new programs has improved student engagement and developed the expertise of specific writing strategies for staff, external performance measures, at this stage, have not reflected this input. During 2017, the consolidation of our writing program should reflect a much more positive growth in the top two bands.

All of the graphs mentioned above in comparisons against state average are detailed below.

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

The Tell Them From Me survey asks students in Years 4 – 6 to answer honestly and anonymously based on Social Emotional outcomes, Drivers of Student Outcomes and levels of engagement.

Students feel accepted and valued by their peers and by others at their school.

- 85% of students at Glenhaven had a high sense of belonging; the NSW government norm for these years is 81%
- 85% of the girls and 85% of the boys at

Glenhaven had a high sense of belonging. The NSW Government norm for girls and boys are 81%.

Students have friends at school they can trust and who encourage them to make positive choices.

- At Glenhaven, 90% of students had positive relationships whilst the NSW Government norm for primary years is 85%

Students try hard to succeed in their learning.

- 95% of students at Glenhaven tried hard to succeed, whilst the NSW Government norm for these years is 88%.
- 97% of the girls and 92% of the boys at our school tried hard to succeed. The NSW Government norm for girls is 90% and for boys is 85%

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

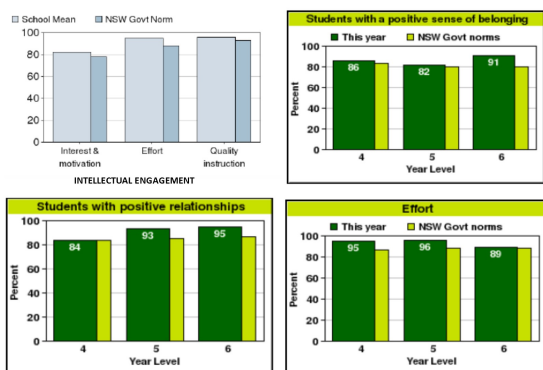
- At Glenhaven, Positive Teacher–Student Relations were rated 8.9 out of 10. The NSW Government norm for these years is 8.4

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- At Glenhaven, students rated Teachers' Expectations for Academic Success 9.4 out of 10. The NSW Government norm for primary schools is 8.7.

Results showed that some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.

Five school level factors were consistently related to student engagement; quality instruction, teacher–student relations, classroom learning climate, teacher expectations for success and student advocacy. The following graph shows the average scores on a ten point scale for Glenhaven Public School compared with NSW Government school norms for students at the year levels assessed in this



Policy requirements

Aboriginal education

Glenhaven Public School works very hard to ensure that Aboriginal perspectives are embedded throughout the school in many ways. During 2016 some of these included:

* Ensuring that Aboriginal perspectives are included in every possible curriculum area so that Australia's Indigenous Heritage can be celebrated.

* During the Stage Two Camp, all students did an extensive tour of the Botanical Gardens. A major part of this tour was pin pointing the Aboriginal Heritage of the area and exploring some of the Aboriginal traditions and beliefs. Tools for hunting, methods of gathering food and much more was discussed in detail.

* During the Stage Three Camp, all students discussed the impact that the Gold Rush had on the Aboriginal People and Tribes living within the area, specifically those living around the Bathurst/Hill End area.

Multicultural and anti-racism education

At Glenhaven Public School we value the diverse and multicultural nature of our diverse community. We celebrate the huge range of cultures represented at our school and the greater community. We appreciate and embrace the diverse learners in all classrooms.

We have continued to review our teaching and learning programs to ensure that culturally inclusive classrooms and school wide policies are embedded within the school culture.

Multicultural perspectives are integrated across all Key Learning Areas. Units of work across all Stages are linked to multicultural perspectives through the study of different countries, cultures, religions and world events.

Other school programs

TECHNOLOGY

Firstly, I would like to open with a huge thank you to all of the contributions the community has made towards the growth of Technology at Glenhaven during 2016. As a school, we have made a strategic move to embed technology across the majority of our programs and have included the use of iPads, Laptops and Interactive Whiteboards. The introduction of WIFI across the entire school during 2014 has made the implementation of this so much easier.

When the WIFI was installed, it was installed with future growth in mind and we are continuing to work well under full capacity which is a great sign for the 2017 year with much growth planned.

Back in Term 1, we requested a voluntary contribution in the form of a Technology Levy. This was paid by an

amazing 88% of children. This funding has enabled the purchase of many amazing resources for our classrooms across the entire school.

New iPads have been purchased which enabled Kindergarten rooms to be allocated 4 iPads each. This has created a perfect situation where teachers are currently using them in group rotations in a variety of curriculum areas. New iPads have also been purchased to place in sets for use by our students in Years 1–6. The plan for the 2017 levy is to increase iPad numbers even further. Our target ratio during 2017 will be 1 iPad to every 3 students.

During 2016, a large part of the Levy was spent on the purchase of another set of laptops. These laptops were organised for Stage 2 students to increase their access to technology in the classroom. A set of 15 laptops and a mobile charging and storage station was also purchased. After the trial of a set of laptops in Stage 3 classrooms during 2015, this was an option that didn't offer much debate. The increased access to computer technology and research was something that enabled students to gain a much deeper knowledge and understanding of the content they were studying in class. The laptops in both Stage 2 and 3 classrooms are used on a daily basis with many teachers also eyeing off the Library laptops whenever they are available for borrowing. The possible purchase of laptops for Stage 1 classrooms will be an area of review during 2017.

Many of the students will have noticed the 20 new desktop computers that were installed into the computer lab through the year too. This is to keep the computer lab up to date with current machine demands and attempt to provide the fastest service within the school. The computers that were replaced will soon be put into classrooms across the school which will in turn replace the outdated computers in the computer pods within each classroom.

Throughout the 2016 school year, many of the older projectors connected to the Interactive Whiteboards were replaced with new models. The old Orange Sanyo projectors throughout the school are all out of warranty and will slowly require replacement over the next two years as they come to the end of their life. The new model projectors are brighter, have a crisper image and are cheaper to repair if they fail. Replacing the projector itself is 77% cheaper than replacing the whole IWB. This is a project that will continue during 2017. The aim of replacing the projectors slowly is that we will avoid the same situation we are in now with all of the projectors coming out of warranty at the same time.

The remainder of the Levy has been spent on the purchase of apps for the iPads and general technology maintenance across the school. The school also replaced the portable PA system this year to make any outdoor activity requiring a PA system much more manageable. The staff have also undergone some in house training in the tips and tricks of managing iPads in the classroom. We have also had sharing sessions to ensure that we can collaborate and introduce each other to new and exciting app's. Glenhaven emphasises the fact that technology is merely a tool to

engage and encourage learning. It never has and never will replace amazing teaching that we enjoy at Glenhaven.

In summary, during 2017 we will see the increase in the schools iPad fleet, the laptop fleet and the continued maintenance program of our IWB's.

With the introduction of our 18th class next year, we will also be looking at purchasing an interactive TV which will broaden our technology capabilities within the school.

2017 brings with it so many exciting possibilities for our students, for example, we will be looking to introduce Green Screen technology in some of our programs to create yet another outlet for students' creativity.

2017 will be a very exciting year of technology advancements with the introduction of new technologies and the continued development of our students to becoming 21st century learners where they are encouraged and motivated to become critical and creative thinkers.

I would personally like to thank you all for your ongoing support and encouragement this year and I look forward to bringing your children the best ICT possible during the 2017 school year.

SEVEN STEPS TO WRITING SUCCESS

To improve outcomes in the area of writing across the whole school all staff attended a full day workshop on how to implement the Seven Steps to Writing Success in the classroom. The program was implemented in Term 1 to Term 4 with both teachers and students embracing the program. Continual support was provided for staff by the provision of additional workshops in TPL sessions, team teaching and demonstration opportunities as well as the culminating of stimulating and exciting resources developed. Teachers, students and parents have provided positive feedback with an improvement shown in students writing as well as their interest and engagement levels. A more formal assessment process will be developed in 2017 with the implementation of the Glenhaven Public School Writing Improvement Plan for students in Years 1–6 to assess the growth from the program.

CREATIVE AND PERFORMING ARTS

Once again school participated in a wide range of Creative and Performing Arts programs and students had the opportunity to showcase their artistic talents to a variety of audiences, both within and outside the school community.

The Band Instrumental program which is run by an external agency, Teaching Services Australia has continued to provide music tuition to groups and individuals with over 60 of our primary aged students receiving tuition in a variety of instruments. The performance band performed throughout the year at diverse school events and assemblies.

Our Dance Programs saw all students from K–6

exploring and developing movement and performance skills which culminated in our annual end of year concert held at Hillsong Convention Centre. In addition, students who display talents in dance formed our elite Girls and Boys Performance Dance Troupes. The troupes competed in the prestigious Sydney Eisteddfod at the Opera House and the Hills Dance Spectacular. Both troupes performed amazingly with both troupes winning many accolades for their talents.

Our Sports Aerobics program continued to grow from strength to strength, with all of our teams reaching a national standard for the very first time. They competed at the 2016 Schoolaerobics Nationals at the Gold Coast Convention Centre with one of our teams receiving the bronze medal.