

Glenroi Heights Public School

Annual Report



2016



4020

Introduction

The Annual Report for **2016** is provided to the community of **Glenroi Heights 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.

Principal Report

Glenroi Heights Public School continues to strive toward excellence in learning. The three school directions linking student learning, highly skilled professional staff and engagement with community, continue to be pivotal in the future development of the learning culture.

The school was validated in October. The domains of the School Excellence Framework strategically guided the collection of evidence. In each element GHPS was validated at Excellence or Sustaining and Growing. The validation process involved every member of staff. The Professional Learning was excellent.

Glenroi Heights Public School continues to have a highly skilled professional staff. The school structure enables Stage and Whole school planning on a weekly basis. Interventionists support each stage and Instructional Leaders guide planning.

This year GHPS has launched its 5 year play Based Learning Action Research Plan. Kindergarten began the process with dramatic end of year outcomes including increased reading and writing outcomes, a decrease in inappropriate behaviours and strong, resilient learners. In 2017 this work will move to Kindergarten and Stage 1.

Glenroi Heights Public School continues to work with the whole school community. The School as Community Centre, is integral within the school and community. The school families support the school in assemblies, Personal Learning Plans, Fetes, sports events, the kitchen and when requested. The school will continue to work with the Community in a strength based approach.

2017 planning includes streamlined professional learning, the staffing of Instructional Leaders and a continuation of the 2016 best practice.

Jane Cameron

Principal

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School background

School vision statement

At Glenroi Heights Public School we believe in meeting the needs of the whole school community through high expectations, trust, inclusivity, differentiation and communication. Our school is Strong and Smart when we are Respectful, Responsible, Cooperative and Safe.

School context

Glenroi Heights Public School is situated in the city of Orange, NSW. It is located in an highly entrenched, housing commission area. The school FOI is 200. The school provides a dynamic, focussed curriculum to meet the needs of every student. The school population fluctuates between 220 and 250 students and we have a high mobility rate. We have nine mainstream classes and six classes to support students with special needs. We work in a fully integrated setting and our core business is explicit, systematic, quality teaching of Literacy and Numeracy. The school operates under a strong Positive Behaviour for Learning ethos of Respectful, Responsible, Cooperative and Safe.

Our school is the centre of our community and we work continuously with all government agencies to provide support and strengthen our local families. The school support services include a SACC facilitator, inter-agency cooperation, connection with the Stronger Smarter Institute and a permanent connection with CareWest and the provision of the pre-school.

The school is recognised for its connectedness, strength in PBL and community engagement.

Glenroi Heights Public School is an integral part of a learning community of schools who work and plan together to deliver a diverse range of activities and practices across the city of Orange.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 18th October 2016, our school participated in external validation. In preparation for this meeting the required body of evidence had been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The results of this process indicated that in the School Excellence Framework domain of Learning we are **excelling** in Learning Culture, Wellbeing, Curriculum and Learning, and Assessment and Reporting. We are **sustaining and growing** in Student Performance Measures. There is a collaborative approach to team planning with targeted interventions based on student data and educational research. Data shows increased engagement in learning and strong value-added results. The **Positive Behaviour for Learning** and **Stronger Smarter Cultural Journey** processes at our school promote positive respectful relationships and support the cognitive, emotional, social, physical wellbeing of students in our culture of **Inclusive Education**. As a school we will work towards the achievement of the Premier's Priorities: Increase the proportion of NSW students in the top 2 NAPLAN bands in literacy and numeracy by 8% including a 30% increase for Aboriginal students. The embedding of learning intentions, specific success criteria and feedback for students, will become a focus supported by lesson observations and authentic feedback.

The results of this process indicated that in the School Excellence Framework domain of Teaching we are **excelling** in Effective Classroom Practice and Learning and Development. We are **sustaining and growing** in Data Skills and Use, Collaborative Practice and Professional Standards. As evidenced by the milestones in Strategic Direction 1: Highly skilled professional staff, we provide strategic professional learning to create high impact on quality teaching and

achievement of student learning outcomes, as evidenced through our ***Learning Through Play in the Early Years***. Current practice incorporates data analysis of student performance and assessments to plan for learning led by ***Instructional Leaders***. A more sophisticated understanding and use of data of *assessment as learning*, *assessment of learning* and *assessment for learning*, will ensure explicit teaching directions and improve school performance levels and effectiveness. There is a need to collaboratively create whole school scope and sequences K–6 aligned with the new NSW syllabus documents. This will ensure consistency of curriculum delivery and a deep understanding of syllabus content.

The results of this process indicated that in the School Excellence Framework domain of Leading we are **excelling** in all elements: Leadership; School Planning, Implementation and Reporting; School Resources; and Management Practices and Processes. At GHPS we have a culture of ***Growing Leadership*** to promote the capacity of staff, students and community within and beyond the school context. Staff are encouraged and supported to pursue opportunities to develop their leadership capacity. Students develop their leadership capacity through being an elected SRC member and leading Student Yarn Ups, as part of our ***Stronger Smarter Cultural Journey***. Practices at GHPS supporting community leadership include, Parents as Tutors, Community Cooking and Community Yarn Ups. We recognise the importance of further developing roles and responsibilities for our student leaders supported by staff members. As evidenced in our milestones we need to further develop a process for early career teachers through effective coaching and mentoring.

We have selected six areas of excellence in our school to provide strong, rich, evidence-based data to support our Validation: ***Stronger Smarter Cultural Journey, Growing Leadership, Instructional Leader, Positive Behaviour for Learning, Inclusive Education, and Learning Through Play In The Early Years***. Together these six components embrace our school culture. They are our solid framework for quality teaching and learning, focused on high expectation relationships and fostering life-long learning.

Our self-assessment and the external validation 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

Highly skilled professional staff

Purpose

To provide continual, planned, professional learning opportunities for all staff, including whole school professional development program, stage professional learning and individual professional learning. The school organisation and structure realigned to enable this strategic direction.

Overall summary of progress

In 2016, Principal and Instructional Leaders created a framework for professional learning through whole school staff meetings. Professional learning was targeted to enhance practices and processes in deep understanding of Aboriginal Education such as SWAY and Stronger Smarter. Differentiated practices were achieved through programs delivered in every classroom using explicit teaching and learning, feedback, professional dialogue and teaching observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in trend data over five years for academic assessment, attendance and behaviour	<ul style="list-style-type: none">Improvement evidenced in NAPLAN and PLAN dataImprovement in attendance from 89.6% in 2015 to 90.2% in 20162016 Data shows a reduction in major behaviour incidents across the school	Total expenditure Strategic Direction 1 In School Instructional Leader: \$150,000 EAfS: \$250,000
Differentiated practices, programs and delivery in every classroom through explicit teaching and learning, feedback, professional dialogue and teaching observations.	<ul style="list-style-type: none">Differentiated learning planned and delivered through collaborative planning processesTeacher observations to be a priority in 2017	
2016 Instructional rounds process begun		
All beginner teachers accredited by end of 2015.	<ul style="list-style-type: none">2 beginner teachers accredited at Proficient4 beginner teachers are working towards being accredited at Proficient	
Accreditation process in place for accomplishment and leadership for identified staff.	<ul style="list-style-type: none">10 identified staff targeted and trained in developing leadership skills for school improvement through Ann–marie Furney, SCHMIC ConsultancyThrough the PDP process 2 staff being supported to gain accreditation at Lead and Highly Accomplished	
Further focused LST identification to meet learning and behavioural needs	<ul style="list-style-type: none">Interventions were implemented for students referred to LST for academic and behaviour concernsPBL Tier 2 CICO interventions were implemented with a moderate rate of success	

Next Steps

The next step is for staff to participate in structured classroom observations with a whole school focus on student learning and authentic feedback processes. A more sophisticated understanding and use of data: *assessment as learning*, *assessment of learning* and *assessment for learning*, will ensure explicit teaching directions and improve school performance levels and effectiveness. There is a need to collaboratively create whole school scope and sequences K–6

aligned with the new NSW syllabus documents. This will ensure consistency of curriculum delivery and a deep understanding of syllabus content.

Also, to further support teaching staff to acquire their Accreditation at Proficient level through regular networking meetings and professional learning with Instructional Leaders and Executive team.

Strategic Direction 2

A whole school focus on every student as a learner

Purpose

To deliver High– Expectation, differentiated, systematic, explicit, high quality teaching to meet the needs of all learners. We are developing processes and practices to identify the learning needs of each student with a focus on learning intention.

Overall summary of progress

In 2016, students' achievement showed an improvement in trend data in assessment, behaviour and attendance. There is a collaborative approach to team planning with targeted interventions based on student data and educational research. Data shows increased engagement in learning and strong value-added results. The Positive Behaviour for Learning and Stronger Smarter processes at our school promote positive respectful relationships and support the cognitive, emotional, social and physical wellbeing of students in our culture of Inclusive Education. There was also further focussed LST identification to meet diverse individual learning and behaviour needs of students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students Observation and formative trend data over five years of –Student learning –Attendance –Behaviour	<ul style="list-style-type: none">• Improvement shown in NAPLAN and PLAN data in both Literacy and Numeracy• Improvement shown in attendance data	Total Expenditure Strategic Direction 2 1. 2.6 Staffing Interventionist 2. Strong Smarter Staffing: \$100,000 3. Transition Program: \$37,000 4. Play based Learning Action Research: \$100,000 5. Attendance: \$10,000
Teachers Observation of the learner leading to feedback for Tier One, Two and Three planning and implementation, embedded practice within the school by 2017.	<ul style="list-style-type: none">• Process to begin 2017 including whole staff training with SCOPE delivered by Ann–marie Furney	
Teachers PLP processes reflect individual knowledge of every student.	<ul style="list-style-type: none">• PLPs occur for 100% of students K–6 in mainstream classes• All student in Support Classes have an IEP	
Teachers Professional dialogue reflects giving and accepting professional feedback.	<ul style="list-style-type: none">• Professional dialogue occurring at Stage and whole staff level facilitated by Instructional Leaders and Executive to improve student learning	

Next Steps

As a school we will work towards the achievement of the Premier's Priorities: Increase the proportion of NSW students in the top 2 NAPLAN bands in Literacy and Numeracy by 8% including a 30% increase for Aboriginal students. The embedding of learning intentions, specific success criteria and feedback for students will become a focus supported by lesson observations and authentic feedback.

Strategic Direction 3

Building community capacity to participate in the full life of the school

Purpose

To continue to support the community through a strength based approach to engage in the learning of their children. As the centre of the community we engage with services to support and develop the capacity of the school community

Overall summary of progress

At GHPS, we provide our community with a welcoming, non-judgmental environment. We communicate regularly through positive interactions including PLPs, which focus on children and their learning outcomes in collaboration with parents/carers. We have a culture of growing leadership to promote the capacity of community within and beyond the school context. Practices at GHPS supporting community leadership include Parents as Tutors, Community Cooking and Community Yarn Ups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collect data for all activities with the community to ensure increased community participation. Continue to collect data twice each year over five years.	<ul style="list-style-type: none">• 4 parents trained in the Parents as Tutors program• 2 community yarn ups lead by Stronger Smarter facilitator• Parents and community involved in the Kitchen Program that is run by SaCC	<ol style="list-style-type: none">1. Parents as Tutors: \$7,1332. Kitchen Garden: \$9,000
Survey parents regarding parent/community practices and adapt future directions to meet needs	<ul style="list-style-type: none">• To occur in 2017	
95% PLP attendance rates by end of 2016	<ul style="list-style-type: none">• Target of 95% at PLP meetings almost achieved.• Many classes achieved 100% attendance	PLP/IEP/ Review Process: \$18,000
95% IEP attendance rates by the end of 2016	<ul style="list-style-type: none">• 95% IEP meeting attendance achieved	

Next Steps

To further build the capacity of our school community we will continue to hold twice termly community yarn ups, exploring community feedback and giving the community a voice. We will enhance community participation in school initiatives such as SaCC, Men's Shed and Parents as Tutors.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students had PLPs or IEPs with learning targets from the syllabuses and the Literacy and Numeracy continuums collaboratively developed to inform learning. Parent engagement in the school continues to be successful as evidenced by the increasing numbers participating in school activities such as Yarn Ups, Parents as Tutors, SaCC, meet the teacher and school activities</p> <p>SWAY (Sounds, Words, Aboriginal Language and Yarning) has been implemented in Early Stage One enhancing quality teaching practice and achievement of learning outcomes. It is focussed on early language acquisition and promoting rich talk within the classroom.</p>	\$96,203
Quality Teaching, Successful Students (QTSS)	<p>Instructional Leaders are responsible for facilitating team planning within all stages including Support classes. They work closely with teachers, School Learning and Support Officers (SLSO), within classrooms to implement and embed quality teaching practice to meet the needs of individual learners. Student learning is improved through:</p> <ul style="list-style-type: none"> • team teaching • modelling lessons • observations • authentic feedback to improve practice • assessments and data analysis • targeted Tier 2 and Tier 3 Interventions • professional learning for all staff <p>As a result, there is a collaborative and consistent approach to team planning with targeted interventions based on student data and educational research. Internal and external data is showing strong value-added results and increased engagement in learning for students at GHPS.</p>	\$29,278
Leadership	<p>Providing leadership opportunities for staff has been a priority at Glenroi Heights Public School for many years. The executive team look for opportunities for all staff to develop leadership skills and to grow aspiring executive. This continues to be a strategic direction of GHPS.</p> <p>Innovative processes such as Schools and Mentoring Improvement and Coaching (SCHMIC), Stronger Smarter Yarn– up Groups (student led) and Parents as Tutors in combination with Schools As Community Centre (SACC) have optimised the leadership</p>	\$23, 546.18

Leadership	<p>potential of individuals and empowered them to build skills, knowledge, self-esteem, self-belief and resilience. As a result, GHPS is growing leadership capacity in students, staff and community.</p>	\$23, 546.18
Schools as Community Centre (SaCC)	<p>The Schools as Community Centres (SaCC) runs a variety of engaging programs at GHPS.</p> <p>Playgroups are run once per week and provide an opportunity for families with children younger than school age to participate in a variety of activities. The Playgroups include; the Glenroi Grasshoppers Playgroup, in the Marang Gunya Community Centre, Cheeky Monkeys Playgroup at GHPS and music groups where children participate with a trained music teacher to develop their skills through music and singing.</p> <p>Parents as Tutors is also collaboratively run with the school SaCC coordinator. This is an initiative where parents participate in a 10 week program. They are trained to work with individual children and small groups. Parents develop their skills, knowledge and confidence through workshops. They then go into an allocated classroom and implement reading strategies learned during training with targeted children for 5 weeks (2 x 2 hour blocks each week). For the last 5 weeks they are trained in mathematics activities that are designed to enhance the learning and understanding of the curriculum for Stage 1 students. They work in each Stage 1 class for 20 minutes where the teacher and volunteers take small groups of children and implement mathematical activities to further student's number knowledge and understanding. The activities are differentiated to allow all children to be challenged.</p> <p>A small number of volunteers from the school community come and work with Stage 1 students every Friday afternoon in the kitchen as part of the Fun Friday activities. Students participate in engaging and nutritious cooking activities.</p> <p>A small group of parents and community who participated in adult cooking groups in 2016 assist with catering opportunities. They catered for a number of meetings and staff development days at the school. All money raised is used for projects around the school. Also, community and family volunteers help Stage 3 and Stage 2 students run Glenroi Café days. They work alongside students to prepare and serve a two course meal.</p>	\$20, 041.19
Positive Behaviour for Learning (PBL)	<p>PBL has become the student wellbeing and is embedded through the school and community culture. The Tier 1 PBL team meets fortnightly and uses data to plan and evaluate the direction of PBL at GHPS. Student behaviour data is used to identify</p>	\$8,865

<p>Positive Behaviour for Learning (PBL)</p>	<p>areas for explicit teaching such as:</p> <ul style="list-style-type: none"> • At the toilets • Knowing where and how to play • Bus travel • Strong, Smart , Proud Learners <p>Specific students are also identified and referred to the Tier 2 team for further intervention.</p> <p>The PBL team provides on-going support and professional development opportunities for all staff.</p> <p>PBL lessons and processes are taught and followed daily in every classroom and school wide setting, ensuring consistent language and understanding of behaviour expectations. This is supported through resources such as flip charts, school signage, reward systems and behaviour observation slips. Positive and negative behaviour incidences are recorded on SENTRAL.</p> <p>Through PBL our school promotes students, staff and community are Strong, Smart and Proud when they are Respectful, Responsible, Cooperative and Safe.</p>	<p>\$8,865</p>
<p>Stronger Smarter</p>	<p>At Glenroi Heights Public School our school Philosophy is be Strong, Smart and Proud. We encourage our students to embrace their unique identity and be proud of their Heritage.</p> <p>We continue to grow and strengthen high expectation relationships in our school. A number of staff will participate in the Stronger Smarter Leadership Program over the year. At present we have 6 teachers who are Stronger Smarter Facilitators. With this expertise in our school we get closer to closing the gap for Indigenous Education.</p> <p>The GHPS Stronger Smarter Learning Program was developed in 2015 to build student identity and connect them with unique cultural learning opportunities. The program looks intensely at student identities, strengthens classroom relationships/friendships and connecting students to culture in an innovative way. The Stronger Smarter Program connects students to country, honours Wiradjuri language, builds community engagement and embeds the Stronger Smarter philosophy. The school curriculum is authentic which supports Aboriginal and Torres Strait Islander Peoples unique sense of identity.</p>	<p>\$20,599.55</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	113	124	116	105
Girls	93	92	101	107

Student attendance profile

School				
Year	2013	2014	2015	2016
K	86.9	90.7	90	91.3
1	91.6	87	88	91.4
2	90.4	94.7	90.6	90.9
3	89.7	90.4	91.5	89.9
4	91.4	92.5	89.4	90.7
5	84.3	88.5	89.7	90
6	93.3	88.2	88.5	86.9
All Years	89.7	90.5	89.6	90.2
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Classroom Teacher(s)	11.2
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	1
School Administration & Support Staff	9.02
Other Positions	0.41

*Full Time Equivalent

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	25

Professional learning and teacher accreditation

Currently 7 teachers are accredited at Proficient, 1 staff member is working towards Highly Accomplished and 1 staff member working towards Lead Accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 1 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	0.00
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	4 876.37
Training & development	0.00
Tied funds	1 055 126.73
Short term relief	66 542.06
Administration & office	103 600.30
School-operated canteen	0.00
Utilities	46 029.60
Maintenance	47 826.82
Trust accounts	3 047.60
Capital programs	0.00
Total expenditure	1 420 218.83
Balance carried forward	-1 420 218.83

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

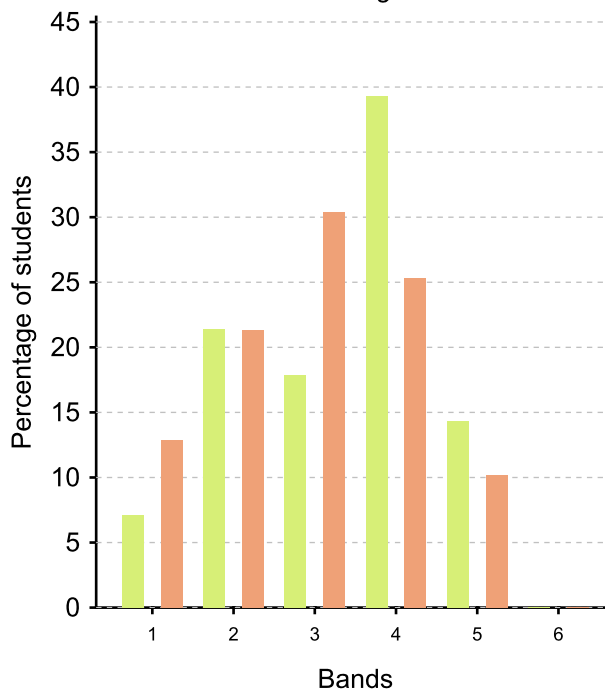
NAPLAN

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.

In Literacy, there was growth across all domains in Year 3 and 5.

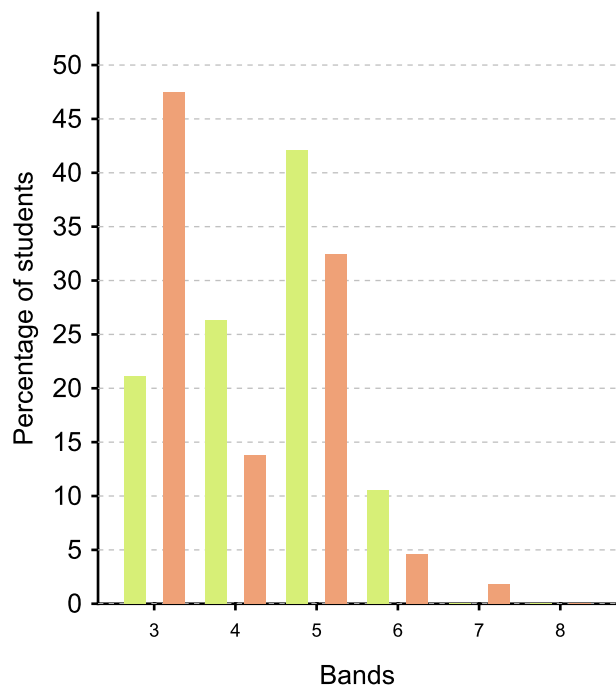
In Year 3 and 5 Writing, we have reduced the number of students in the lower bands and increased the number of students moving towards the higher bands.

Percentage in bands:
Year 3 Writing



■ Percentage in Bands
■ School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

In Numeracy, there was growth across all domains in Year 3 and 5.

In Year 3 and 5 Number and Algebra, we have reduced the number of students in the lower bands and increased the number of students moving towards the higher bands.

Policy requirements

Aboriginal education

At Glenroi Heights Public School our school philosophy is to be Strong, Smart and Proud. We encourage students to embrace their unique identity and be proud of their culture.

Every term staff participated in Strong and Smart workshops as part of the Professional Learning. These meetings focused on building high expectations relationships with the students, each other and the community to build strong high expectations learning environments.

Through regular participation in the Stronger Smarter Leadership Training Program we now have 5 facilitators and 22 staff trained to deliver quality learning with high expectations relationships with students, staff and families. With this expertise and focus, our data shows us that we are closing the gap between Aboriginal students and their non-Aboriginal peers.

Continued support from our school community through

Yarn Ups in 'Our Place', Sorry Day, NAIDOC celebrations and ensure that every child develops a deeper understanding about our Indigenous culture.

We are an active member of the local AECG and often draw on their support and knowledge to ensure equity and bring reconciliation forward in our school.

Multicultural and anti-racism education

Multicultural perspectives have been further embedded into our learning programs with the purchase of high quality multicultural resources embedded in high quality teaching practices. Literature and focused learning about Asian cultures has increased through our commitment towards inclusive education.

No incidents of racism were reported this year. Frequent professional learning about honoring and respecting cultural difference occurs regularly in our school as a result of the Stronger Smarter ethos that underpins our school.