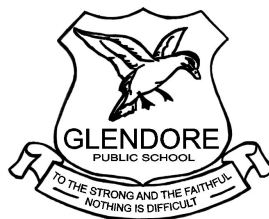


# Glendore Public School

## Annual Report



2016



4620

## Introduction

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

It provides detailed information on 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 Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

### School contact details

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### Message from the Principal

2016 is the second year implementing the 2015–2017 Strategic Plan, focusing upon excellence, equity and engagement.

The Strategic Direction of Excellence overarches the educational practices across the school in teaching and learning. The school aims to have consistently high standards in Literacy, Mathematics and teacher professional learning.

Equity is the second Strategic Direction and embraces the belief that we have a moral responsibility to cater for all students regardless of background, ability or disability. Equity funding has allowed for the employment of an Aboriginal Cultural Awareness trainer to support staff and students, ensuring Aboriginal and Torres Strait Islander students and their families sustain cultural partnerships and educational outcomes. All students, Indigenous and non-Indigenous, have been engaged in Aboriginal education programs across the school. Professional learning opportunities have also been made available for the whole staff. A number of support programs and initiatives have been implemented for students across the school with differentiated plans and programs designed to meet the individual learning needs of the students within our school.

The third Strategic Direction, Engagement, revolves around community partnerships that improve educational opportunities for all students. An array of initiatives involving external support providers have been implemented by the school in 2016. Parents and carers have also been encouraged to engage in their child's learning, both at home and at school.

Our dedicated staff have ensured the 2016 priorities have been implemented with every student being provided with the support they required to cater for their emotional, social and educational well-being. Glendore Public School is committed to improving outcomes for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Donna Baguley

Substantive Principal 2016

### Message from the school community

Over the past 12 months our P & C has been focusing on communicating more effectively with our school community. We have introduced a Facebook page which has enabled us to engage with other parents regarding fundraising events

and volunteers required and have generated more interest and participation. We also established P&C email addresses to allow direct P&C contact.

This year the P & C purchased dresses for our PSSA netball team and new soccer shirts for our PSSA soccer teams. We customised our school gazebos with our school name and logo to ensure our school is represented professionally and with pride. We made a large contribution to our library's upgrade, enabling purchase of new furnishings, carpet, paint and some exciting new prints for our kids to enjoy.

We held annual Easter Raffle, Mother's Day and Father's Day stalls. We also held two school discos and organised prizes for the School Colour Fun Run. This was a great success and a lot of fun was had by all. Fundraising via Entertainment Books, Book Club and Uniform sales all assisted with resourcing. We also introduced the "Spare Change" fundraiser.

Our ongoing goal as a committee is to support the school's efforts for the installation of air conditioning in our School.

**Sheralee Fisher**

**2016 P&C President**

### **Message from the students**

2016 was a an exciting year for Glendore Public School students. As incoming school leaders, we enjoyed participating in a range of activities such as: Grand Parents/Grand Friends Day; Sport Link with primary students from across the Callaghan Education Pathway; PSSA Weekly Competitions; and a variety of school excursions for each of the stages. In class, we were able to have fun with our English, Mathematics and Middle School Groups. We really enjoyed being part of our 2016 School Production, where we danced across the school and through time.

As leaders of the 2017 School Parliament, we are happy to follow on from the strong work of our 2016 student leadership team. Activities they coordinated include "The Mini-Fete" and "Jeans for Genes Day". Students were involved in a range of whole-school activities, such as painting an Aboriginal mural onto our shipping container, participating in the Colour Fun Run, and recording our fitness for the Premier's Sporting Challenge.

We are proud to take over as student leaders of Glendore Public School and to work with the students, staff, parents and caregivers to make this an even more magnificent school.

**Charlotte Caddies and Zoe Eggins**

**2017 School Captains (Prime Ministers)**

# School background

## School vision statement

Glendore Public School is creating a culture in which all members of our school community are supported in a safe and happy learning environment. We believe that student successes in learning should be acknowledged and celebrated. We also believe that supportive and cooperative relationships between parents, staff and students should be fostered.

### **Our vision is underpinned by our school's core values:**

*Honesty, Confidence, Persistence, Organisation, Excellence, Respect, Getting Along, Emotional Resilience, Tolerance and Responsibility.* These were developed from the *NSW DoE Core Values* and the *Glendore Public School's 11 Steps for Success*, based on the *You Can Do It* education initiative.

### **Our moral purpose, and vision for our learners and and leaders of the future, is to:**

*Collaboratively provide learning opportunities where all learners are nurtured in order to achieve their personal best, ready for a new tomorrow.* This is closely aligned to the *Melbourne Declaration of Educational Goals for Young Australians* (2008) statements which acknowledges .... Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Australians. Schools share this responsibility with students, parents, carers, families, the community, businesses and other education and training providers.

## School context

Glendore Public School, built in 1997, is located in the city of Newcastle. The school provides excellent educational programs for the children of the Maryland and Fletcher communities. The school enrolment is substantially over 500 and has shown significant growth since the school opened. It has close links with Callaghan College Wallsend Campus (CCWC) and the Callaghan Educational Pathways (CEP) community of schools.

The school focuses upon improving student outcomes in literacy and numeracy. Kindergarten to Year 2 teachers are trained in the Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) initiatives. Stage 2 and 3 teachers utilise Focus on Reading (FoR) and Taking Off With Numeracy (TOWN) strategies in their teaching practices. All teachers also use an array of technology to support 21st Century learners. Staff are current in many practices that cater for the overall well-being of a child, including the implementation of the Steps for Success and Seasons for Growth Initiatives.

Glendore Public School engages students in a broad range of activities and initiatives including; creative and performing arts, technology, culture, sports and leadership. The school conducts a number of programs to promote excellence and creativity through opportunities to participate in enrichment and extension programs, including; the Premier's Reading Challenge and Spelling Bee, Aboriginal dance, Junior and Senior dance groups, an Aboriginal Yarning Circle, Sportlink, PSSA sport, Sporting Gala Days, lunchtime interest groups and the School Parliament.

Glendore Public School is a proud partner of the Muloombinba Aboriginal Education Consultative Group (AECG) and is a member of the Dare to Lead alliance of schools. The school has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students by identifying and building upon personal, academic and cultural goals. The staff at Glendore Public School work in partnership with the school community to close the gap for the elders of the future.

# 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, 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 year, our school undertook self-assessment using the elements of the School Excellence Framework.

During Term 3 in 2016 staff provided feedback on each domain of the School Excellence Framework (SEF) and reflected on the implications of each aspect for informing, monitoring and validating Glendore Public School's successes. Teachers identified areas of strength, weakness and areas for future development by reflecting upon the elements within the Learning, Teaching and the Leading domains. By analysing the SEF data, the information from the Tell Them From Me Survey and other anecdotal evidence the school was able to identify goals for 2017. A further and final review of each domain was concluded in February 2017 by the staff with reference to the SEF.

Within the domain of **Learning** Glendore Public School staff identified the school as **Delivering** in *Well-Being, Assessment and Reporting* and *Student Performance Measures*. An on-balanced judgement recommended the school's evidence indicates the school is **Sustaining and Growing** in the areas of *Learning Culture* and *Curriculum and Learning*. As a result of the SEF reflections Glendore Public School is implementing whole school well-being programs and focusing on innovative delivery mechanisms in 2017.

Glendore Public School's strengths within the **Teaching** domain, with evidence for **Sustaining and Growing**, were in the elements of *Effective Classroom Practice*, *Collaborative Practice*, *Learning and Development* and *Professional Standards*. Staff identified the need for further development in the element of *Data Skills and Use*.

Glendore Public School's obvious strength was in the **Leading** domain. *School Planning*, *Implementation and Reporting* were ranked as **Excelling**. *Leadership*, *School Resources* and *Management Practices and Processes* were rated as **Sustaining and Growing**, as supported by evidence within the school. Staff noted that the school's resources are strategically used to achieve improved student outcomes. Glendore Public School staff also recognised that management systems, structures and processes underpin ongoing improvement and the professional effectiveness of all staff.

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

Excellence – A consistently high standard of educational practices across the school in teaching and leadership

### Purpose

To enhance student outcomes by improving teacher quality through professional learning opportunities, aligned with the Australian Professional Standards.

### Overall summary of progress

Two K–2 teachers completed their first year of L3 training and four teachers completed their OPL training in L3. Focus on Reading principles continue to be implemented into all classrooms K–6 to enable consolidation before commencing Phase Two in 2017. Term 1 Kinder Read–Aloud initiative continued and the year–long Home Reading program for early readers on Reading Recovery levels 1–30. In Semester 1 a Speech Pathologist was employed to implement Communication in the Classroom in all K–2 classrooms. She also provided interested parents with information on Speech Pathology services.

One trained TEN facilitator trained four K–2 teachers in the TEN program. This initiative was implemented into all K–2 classrooms with differentiated Maths lessons evident. The TOWN facilitator trained three Year 3–6 classroom teachers in 2016 and trained support staff who joined the teaching team later in the year in the assessment processes and PLAN data input. Stage 2 and Stage 3 Maths groups operated in 2016, and this model will continue in 2017. Maths at Home games continued with K–4 students taking the games home and Stage 3 students using the games at school within Maths groups and their homebase classrooms.

Professional Learning opportunities were offered according to Professional Development Plan (PDP) goals that were written in accordance to the Australian Professional Standards for Teachers (APSTs).

The explicit teaching of literacy and mathematics across the school, aligned with the APSTs, has had a positive effect on the educational success of all students K–6, as evidenced on the continuums of learning, school data and national data.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% or more of students reach Cluster 4 (Level 5–8) by the end of Kinder, Cluster 6 (level 16–18) by the end of Year 1 and Cluster 8 (instructional 26 or more) by the end of Year 2.	<ul style="list-style-type: none"><li>• 91% of students have reached Cluster 4 (Level 5–8) at the end of Kindergarten.</li><li>• 90% of students have reached Cluster 6 (Level 16–18) at the end of Year 1.</li><li>• 86% of students have reached Cluster 8 (instructional 26 or more) at the end of Year 2.</li></ul>	L3 expenditure – \$12 600
The number of students achieving expected growth increases by 10% in NAPLAN Reading and Numeracy for the same cohort from Years 3–5 and Years 5–7.	<ul style="list-style-type: none"><li>• The percentage of students who achieved greater than or equal to expected growth from Years 3–5 and Years 5–7 in Reading over a 3 year average decreased. The average 2014 – 2016 was –10.46% and the results in 2016 were –14.3%. An additional 10% of students are expected to achieve growth by the end of 2017.</li><li>• The percentage of students who achieved greater than or equal to expected growth from Years 3–5 and Years 5–7 in Numeracy over a 3 year average. The average 2014 – 2016 was 5.6% and the 2016 achievement was 12.4%. This is on track to the target that an additional 10% of students achieve expected growth by the end of 2017.</li></ul>	Nil expenditure with FOR PL  Literacy Resources \$12000  Nil expenditure with TOWN PL  Maths Resources \$3000
Executive facilitate feedback opportunities, formally and informally, throughout the year to provide explicit feedback to help improve teaching practice, aligned to the goals within the school plan and complying with the Australian Teacher Performance and Development	<ul style="list-style-type: none"><li>• All staff developed professional goals through the use of a Professional Development Plan (PDP). This was revised throughout the year and included executive and collegial lesson observations.</li><li>• The Executive appraised teaching and learning programs each term to ensure quality teaching and learning was occurring in classrooms.</li><li>• The Executive observed their stage members' teaching and learning activities in the classroom</li></ul>	Professional Learning \$22553.78

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Framework (ATPDF), up from 50% in 2014 to 100% in 2017.	and provided timely feedback to improve teaching practice. <ul style="list-style-type: none"><li>• The Executive facilitated opportunities for teaching staff to observe one another's lessons to encourage constructive feedback and the sharing of teaching and learning practices among staff.</li></ul>	
All teachers' (100%) Professional Learning is aligned to the Australian Professional Teaching Standards, up from 37% in 2014 to 100% in 2017.	<ul style="list-style-type: none"><li>• All staff indicated Australian Professional Teaching Standards within their PDP, where appropriate.</li></ul>	

## Next Steps

- New K–2 teachers to be trained in L3 and other staff continue to implement L3 into K–2 classrooms.
- New K–2 teachers to be trained in TEN and other staff to continue to implement TEN in K–2 classrooms.
- TOWN support provided to new 3–6 teachers and other staff continue to implement TOWN in 3–6 classrooms.
- FoR principles to remain implemented into all classrooms K–6 with Phase Two Professional learning provided to all staff in 2017.
- Professional Development Plans to be directly aligned to the Australian Professional Teaching Standards.

## Strategic Direction 2

Equity – A learning culture where all students are catered for regardless of background, disability or ability

### Purpose

To actively engage all students in meaningful learning experiences through the use of personalised and differentiated learning opportunities, instilling the values of the school and ensuring they are confident learners.

### Overall summary of progress

An Aboriginal Cultural Educator was employed one day per week all year to provide culturally significant lessons to all K–6 students. During the year the Aboriginal Cultural Educator and a teacher ran a Aboriginal Dance group that went on to perform at NAIDOC Day and Presentation Day. As a means of increasing engagement with the community an Aboriginal Torres Strait Islander (ATSI) blurb continued been added to weekly newsletters to communicate with the Indigenous community. The Muloobinbah Local Aboriginal Education Consultative Group (AECG) meetings were attended by the principal and/or staff members. In order to build the capacity of the 54 Aboriginal and Torres Strait Islander students the mandatory Personalised Learning Plans were developed incorporating goals with MGoals for all ATSI students and celebrated goals achieved at an end of the year awards ceremony and BBQ, with 70% of parents and caregivers actively engaged in the process. Late in the year 12 students were identified and celebrated at the Callaghan Education Pathways (CEP) Aboriginal Awards ceremony in the areas of Academic Achievement, Engagement in Learning, Demonstrated Improvement and Citizenship. Staff professional learning included 37 staff members attending a Cultural Awareness excursion at Mt Sugarloaf. An additional staff member was trained in Sista Speak and groups will commence in 2017.

Support for students who have additional needs, including ability or disability, was varied. Stage 3 Middle school groups continued to cover PD/H/PE, CAPA, HSIE and Science, providing an introduction to High School operations. Mathematics ability groups for Stage 2 were implemented in 2016 and continued for Stage 3. K–2 Learning Support groups were reviewed every five weeks using L3 and TEN data, with students arranged into groups according to need. The Year 3–6 Learning Support groups were also reviewed at the end of each term and subsequently adjusted. In Semester 2 Stage and 3 introduced a 'Bump it up' Maths group, reflecting the Premier's Priorities to *raise the % of all students in the top two skills bands in Literacy and Numeracy in NAPLAN by 85 by 2019 and increase the proportion of Aboriginal students in the top two NAPLAN bands for Reading and Numeracy by 30% by 2019*. To ensure students who were in Out Of Home Care (OOHC) were catered for as per the mandatory guidelines OOHC plans were completed in Term 1 and reviewed in Term 3 by classroom teachers and relevant support staff. During Term 3 the Nationally Consistent Collection of Data (NCCD) was collated and subsequently analysed to ensure that all students requiring adjustments had an Individual Education Plan in place. Medical and behavioural Risk Management Plans formulated in 2015 were updated at the beginning of the year. New plans were developed and all plans were reviewed as situations changed.

Aboriginal Education initiatives have been embedded in teaching and learning throughout the year. As a result all student and staff have been provided with a variety of educational opportunities on Indigenous cultural beliefs and understandings. Following professional learning 8 Ways of Learning is now embedded into teacher programs and evident in classroom practice.

All students have been provided with differentiated teaching and learning activities across the school.

Many students had access to additional support with an adjustment plan or an Individual Learning Plan developed in consultation with the class teacher and parent or carer.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Aboriginal students have a PLP with greater than 80% of Aboriginal parents/carers actively engaged in the PLP process by attending three way interviews, an increase from 72% in 2014, matching the broader population.	<ul style="list-style-type: none"><li>• 73% of Aboriginal Parents/Carers engaged in the three way interviews, slightly fewer than the broader population who had an 82% attendance rate.</li><li>• 70% of Aboriginal parents and carers actively engaged in the Mgoals celebration at the end of the year.</li></ul>	M–Goals and Community Engagement Funding (M–Goals) – \$1400
All students (100%) participate in cultural learning with an Aboriginal teacher or community member, an increase from 23%	<ul style="list-style-type: none"><li>• 100% of students participated in cultural learning activities with an Aboriginal community member on a term by term basis.</li></ul>	Aboriginal Equity and Community Engagement (Wakagetti's Aboriginal Cultural Educator) –



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
in 2014.	<ul style="list-style-type: none"> <li>• 100% of students participated in cultural learning activities with an Aboriginal community member on a term by term basis.</li> </ul>	\$14400
ATSI student participation in culturally specific activities increases from 46% in 2014 to 75% by 2017.	<ul style="list-style-type: none"> <li>• A total of 67% of the Aboriginal and Torres Strait Islander students engaged in at least one culturally specific extra curricular activity.</li> </ul>	
100% of teachers explicitly reflect on differentiation strategies (Standard 1, focus 1.5) in their teaching programs, an increase from 66 % in their TARS/EARS performance review in 2014.	<ul style="list-style-type: none"> <li>• All staff included differentiation within their teaching and learning programs. This was evidenced in literacy and numeracy groups. Teachers also had adjustment plans and IEPS to support students with diagnosed and undiagnosed disabilities.</li> </ul>	Professional Learning (8 Ways of Learning) – \$2000

## Next Steps

- Members from the Wakagetti Dance Company will continue to provide students with local culturally significant lessons each week. Language, dance, local stories, music and traditions will be covered.
- Staff will continue to embed 8 Ways of Learning in their teaching and learning programs, attend appropriate local Cultural Awareness days and trained teachers will implement Sista Speak in 2017.
- National Collection of Disability Data will be used to confirm all students have appropriate IEPS in place. IEPS are developed in consultation with families and are evaluated regularly as part of the class program requirement. They are also shared with Support Teachers and School Learning Support Officers.

### Strategic Direction 3

Engagement – A community that works in partnership with the school to improve educational opportunities for all students.

### Purpose

The wider community are used to support student learning outcomes.

### Overall summary of progress

Various service providers and interagencies supported the students at Glendore Public School in 2016. They provided assistance to the students in educational and extra-curricular activities. Hunter New England Health Speech Pathology, community links with National Disability Insurance Scheme (NDIS) service providers and the University of Newcastle supported students within the school. Swim School, Scope-IT, Dental Visits for Kinder, Surf Life-Saving, Guide Dogs, Col Hatchmann Drumming, Cheryl Bailey Dance Studio and many other community people provided additional curricular and extra-curricular opportunities.

Parents were encouraged to engage in their children's learning by participating in school based activities, as educators at home and provided with open-lines of communication between home and school. Transition programs were provided for students transitioning from Preschool to Kindergarten, for Year 2 to 3 and Year 6 to 7. The Defence Support Transition Aide also supported fourteen defence students, with three who transitioned to the school in 2016.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Monitor student lunchtime extra-curricular activities offered so all are run to full capacity (100%), an increase from 75% in 2014.	<ul style="list-style-type: none"><li>• During 2016 Junior Dance, Senior Dance and Choir were run to full capacity.</li><li>• Initially 100% of the positions available in the Drumming activity were filled.</li><li>• 66% of positions available in the Contemporary Dance were filled. This opportunity was only opened to Indigenous students in 2016.</li><li>• Therefore 88% of lunchtime extra-curricular activity positions were taken by students at the beginning of 2016, showing an increase from 2014.</li></ul>	User Pay System
Teachers engage parents in their child's learning and keep them informed about their progress, an increase from 82% in 2014 to 100% in 2017 – Learning Bar Focus On Learning survey.	<ul style="list-style-type: none"><li>• 98% of parents and carers stated that they had communication with their child's teacher during 2016, with 84% stating that this communication occurred two or more times.</li></ul>	Nil
Parents/carers actively engaged in the three way interviews, an increase from 80% in 2014 to 90% by 2017.	<ul style="list-style-type: none"><li>• 82% of parents and carers actively engaged in the three way interviews with classroom teachers.</li></ul>	Nil
80% of parents/carers access school provided Numeracy resources to support learning at home, increasing each year from 16% in 2014.	<ul style="list-style-type: none"><li>• 61% of parents and carers accessed the Numeracy resources in 2016 to support learning at home, an increase from 16% 2014.</li></ul>	Nil
90% of future Kinder parents attend transition evening, an increase from 70 % in 2014.	<ul style="list-style-type: none"><li>• 97% of new Kindergarten families attended the Kindergarten evening transition, showing an increase from 70% in 2014.</li><li>• All new Defence Force families accessed the Defence School Transition Aide (DSTA) for support transitioning to the school, including lunchtime activities, Seasons For Growth and the MEDALS</li></ul>	DSTA – Defence Staffing Allocation

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of future Kinder parents attend transition evening, an increase from 70 % in 2014.	program.	

### Next Steps

- Engage in LMG initiatives including; Leaderslink, Bandlink, ArtConnect, Solar Cars Challenge and Media Festival.
- Reengage the providers for Dance and curricular activities including Swim School and the one off visits.
- Reengage a HNEH Speech Pathologist to work with teachers to identify students with speech and language issues for early intervention.
- Review the Transition to School initiatives to streamline the parent information sessions and buddy support system.
- Review the how to engage a greater percentage of parent/carer community in school initiatives.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Strategic Direction 1</p> <ul style="list-style-type: none"> <li>Aboriginal students equated to 13% of the school population. Due to the statistically small number of students in each Year data can not be reported upon except in Year 5. 12.3% of Aboriginal students were in the top two skill bands for Reading and Numeracy, similar to the Aboriginal State data for Reading and exceeding the Numeracy Aboriginal State data. The Premier's Priority is to increase the number of Aboriginal students in the top two skill bands by 30% by 2019.</li> </ul> <p>Strategic Direction 2</p> <ul style="list-style-type: none"> <li>100% of students participated in cultural activities within the school. Strengthened staff understandings with an 73% of staff attended this professional learning opportunity.</li> </ul>	\$38 507.46
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>Increased EAL/D students' English language proficiency with the employment of an EAL/D teacher 1 day per week to devise and implement an IEP.</li> </ul>	\$20 799
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>Improved student learning outcomes through the employment of a Learning and Support Teacher (LAST) for 1.2 days per week.</li> <li>Increased the effectiveness of the classroom operations with the employment of School Learning Support Officers (SLSOs) support to enable small groups to operate.</li> </ul>	\$161610 1.2 non-negotiable staffing allocation and \$35 766
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>Constructive feedback practices for individual teachers including; lesson delivery, programming, assessment and classroom management.</li> <li>Support for teachers with the accreditation processes</li> <li>Support with the Performance and Development Framework.</li> </ul>	0.35 Staffing entitlement
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>Improved the quality of teaching and learning through the implementation of Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN). 95% of Kindergarten students, 90% of Year 1 students and 96% of Year 2 students met or exceeded expectations on the Numeracy continuum.</li> <li>Enhanced students' access to community services and improved learning outcomes for students by employing the HNEH Speech Pathologist.</li> </ul>	\$29 181.24
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>Beginning teachers provided with ongoing support and feedback which is embedded into school practices.</li> <li>Professional Learning based on beginning teachers' needs.</li> </ul>	\$4 020
<b>Personalised Learning Support for Aboriginal Students Year 4 and 6</b>	<ul style="list-style-type: none"> <li>Five students in Year 4 and four students in Year 6 were provided with 14 weeks of support from a qualified teacher with small group teaching and learning programs. These students continued to receive support through</li> </ul>	\$2 390

<b>Personalised Learning Support for Aboriginal Students Year 4 and 6</b>	the Learning and Support programs that operated within the school.	\$2 390
<b>Literacy and Numeracy/Professional Learning</b>	<ul style="list-style-type: none"> <li>• L3 and TEN training provided to teachers.</li> <li>• Professional Learning based on PDP identified goals.</li> </ul>	\$13 454 (Literacy and Numeracy)  \$20 588 (Professional Learning)



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	217	221	211	236
Girls	212	234	235	246

Student enrolment is limited to people residing in the School Intake Zone due to the school now being at full capacity with permanent buildings.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	96.9	95.7	95.1
1	95.2	94.9	94	94.9
2	95.1	95.4	92.9	94.5
3	95.6	94.9	94.9	94.5
4	95.7	95.2	94.5	92.9
5	96.4	96.2	93	93.7
6	95.5	94.2	94.1	93
All Years	95.5	95.4	94.2	94.1
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

Glendore Public School continues to exceed the State DoE attendance averages. Non-attendance issues are addressed promptly by the school staff. If there are concerns about non-attendance parents are contacted via telephone and/or post. They may then be required to meet with the Principal to discuss issues that may be affecting their child's attendance. By implementing support structures and routines regular attendance usually resumes quickly. In cases where non-attendance continues the HSLO is invited to work

the school and family to develop an attendance plan. This assists families to meet attendance guidelines.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration & Support Staff	3.58
Other Positions	0.16

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are three members of staff who identify as being of Aboriginal descent.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	68
Postgraduate degree	32

### Professional learning and teacher accreditation

#### Professional Learning

All professional learning undertaken by staff in 2016 was aligned to the School Plan's directions Excellence, Equity and Engagement. In order to meet the school's targets staff were provided with professional learning with a focus on all three areas. Professional learning occurred on and off site. School based learning opportunities, consultancy support, network meetings and workshops were accessed by all staff. The major professional learning initiatives included;

Language, Learning and Literacy (L3).

During 2016, Kindergarten and Stage 1 teachers implemented the Language, Learning and Literacy initiative into their classrooms. One Kindergarten and a Stage 1 teacher received their first year of L3 training. One Kindergarten and three Stage 1 teachers their final year of L3 training. During L3 students received explicit instruction in reading and writing strategies in small groups of three or four selected students. Students then rotated to independent, individual or group tasks. This occurred in the daily Literacy session. The teachers were supported by a L3 trainer who provided the teachers with workshops, demonstration lessons, supervised practice and on-the-job support.

Focus on Reading (FoR) teachers continued to implement FoR in their classes across Kindergarten to Year 6. FoR Phase Two training will begin in 2017. Both programs support the first Strategic Direction of the School Plan by developing staff teaching capabilities to deliver and monitor high quality educational practices in quality literacy programs.

#### Targeted Early Numeracy (TEN)

This year four K–2 teachers participated in three days of TEN training with the school facilitator. TEN was implemented in all K–2 classrooms and the program was also used by the K–2 Learning Support teachers. Teachers used the Numeracy Continuum to group students according to their needs and ability level. Differentiated and engaging activities were then developed to meet student's needs. The K–2 teachers were supported by the school's TEN facilitator who provided workshops, demonstration lessons, observations and regular in class support.

#### Taking Off With Numeracy (TOWN)

In 2016 TOWN professional learning continued at Glendore Public School with majority of 3–6 staff trained in Assessment and delivery of quality numeracy programs. The Town Facilitator extended the program to include Stage 4 Mathematics teachers at Callaghan College, Wallsend Campus as part of the transition program, building the skills and capabilities of the receiving teachers for Year 6.

#### Mathematics Building Blocks for Numeracy

In 2016 staff engaged in Mathematics Building Blocks for Numeracy, which combines the understanding and strategies from the previous professional learning programs of Count Me in Too (CMIT), Taking off With Numeracy (TOWN) and Targeting Early Numeracy (TEN). The online courses enabled collegial sharing of Mathematical knowledge and experience from Wollongong to the Queensland border, building stronger network between teachers.

#### Teacher Accreditation

There are currently four members of staff undertaking the initial stage of teacher accreditation to obtain Proficiency. There are eight members of staff working towards accreditation at the point of Maintenance. Two Assistant Principals are working towards their Lead

accreditation as part of the Leadership Development Initiative (LDI).

#### Beginning Teachers

There were several beginning teachers in 2016, one who received funding under the Great Teaching, Inspired Learning funding model. She was in her second year of teaching. All new teachers were assigned an executive team member and aligned with another teacher to support their induction into the school and their implementation of best teaching practice within the classroom.

### 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.

The first summary covers funds for operating costs from 1st December 2015 to 8th June 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>175 738.58</b>
Global funds	225 701.30
Tied funds	180 592.52
School & community sources	66 744.26
Interest	2 498.93
Trust receipts	28.00
Canteen	0.00
<b>Total income</b>	<b>651 303.59</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	8 571.36
Excursions	12 221.01
Extracurricular dissections	40 846.63
Library	8 225.88
Training & development	0.00
Tied funds	181 527.47
Short term relief	44 616.40
Administration & office	43 320.64
School-operated canteen	0.00
Utilities	29 374.66
Maintenance	6 460.95
Trust accounts	4 595.97
Capital programs	0.00
<b>Total expenditure</b>	<b>379 760.97</b>
<b>Balance carried forward</b>	<b>271 542.62</b>

The information provided in this financial summary includes reporting from 8th June 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	752 476.07
(2a) Appropriation	604 209.59
(2b) Sale of Goods and Services	11 392.31
(2c) Grants and Contributions	135 371.19
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 502.98
<b>Expenses</b>	-543 974.40
Recurrent Expenses	-543 974.40
(3a) Employee Related	-305 020.58
(3b) Operating Expenses	-238 953.82
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	208 501.67
<b>Balance Carried Forward</b>	208 501.67

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.

There are two financial summaries due to the implementation of the SAP/SALM system, replacing the OASIS financial system midway through the year.

### Financial summary equity funding

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

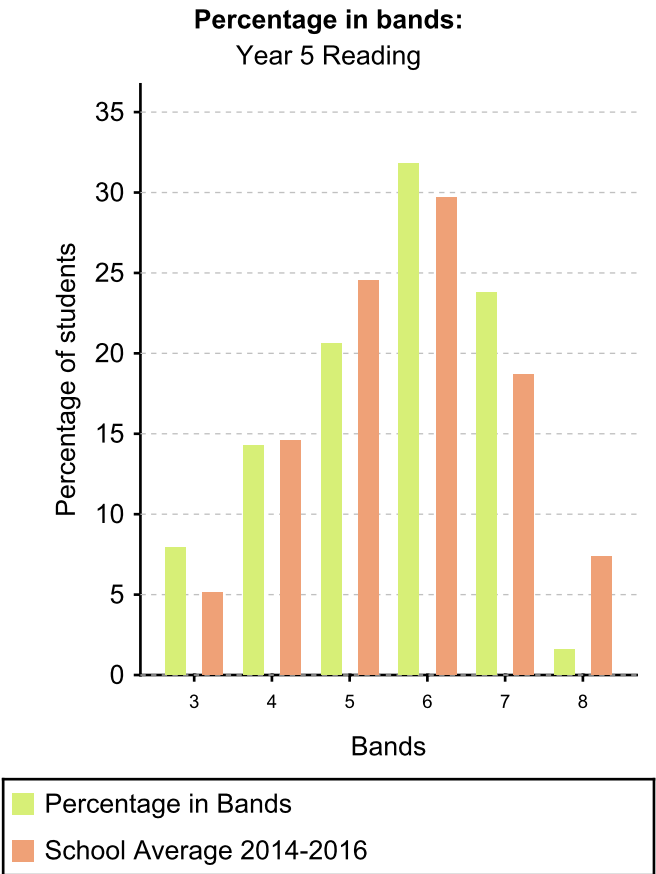
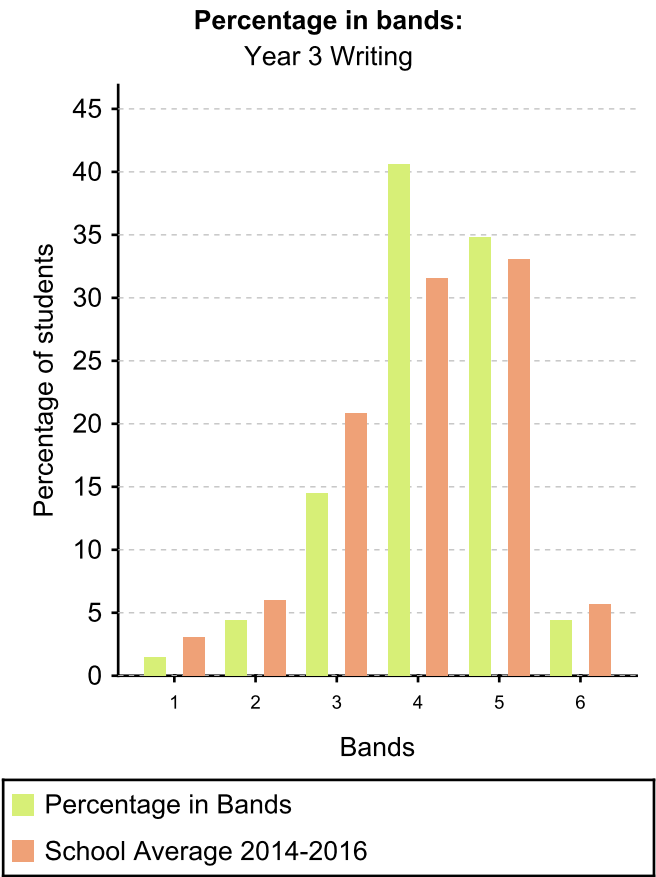
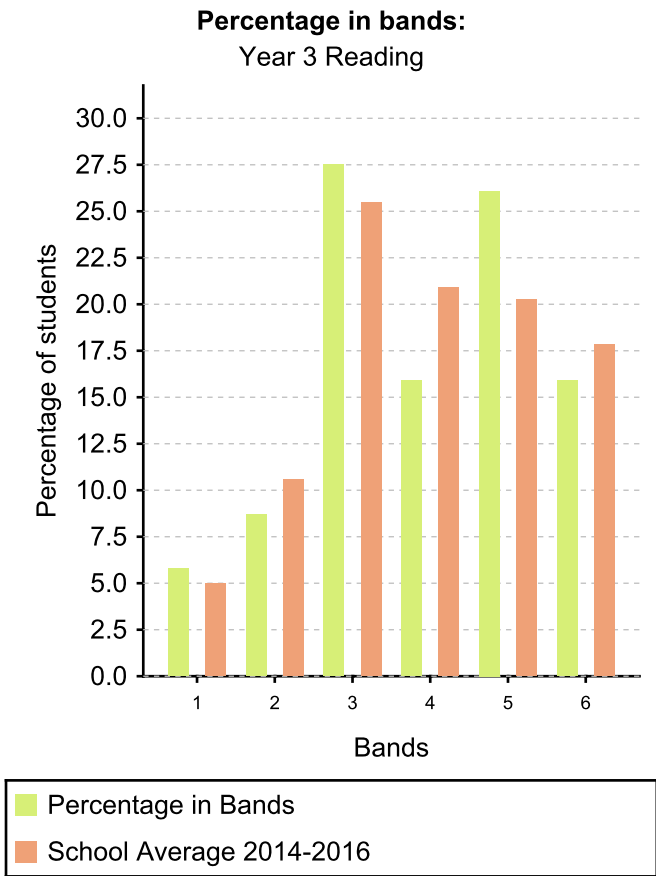
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 983 187.90
Base Per Capita	23 989.39
Base Location	0.00
Other Base	2 959 198.51
<b>Equity Total</b>	249 069.80
Equity Aboriginal	40 897.70
Equity Socio economic	29 181.23
Equity Language	20 799.81
Equity Disability	158 191.06
<b>Targeted Total</b>	157 740.88
<b>Other Total</b>	70 127.78
<b>Grand Total</b>	3 460 126.36

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

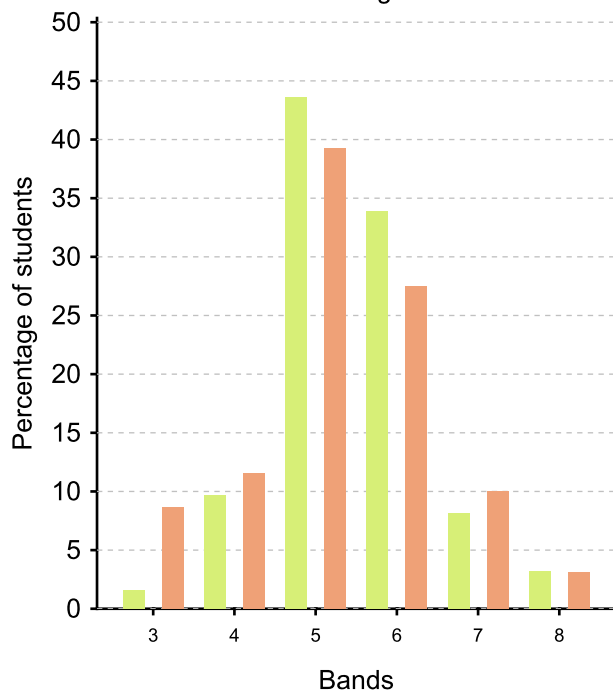
## NAPLAN

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.



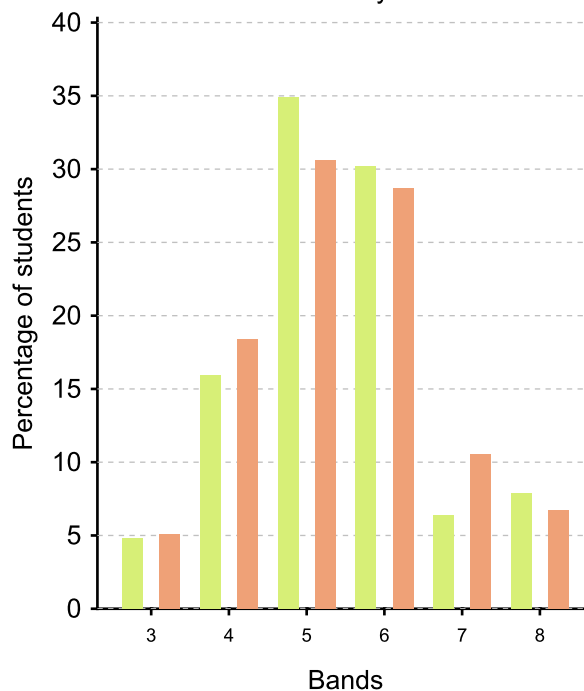


**Percentage in bands:**  
Year 5 Writing



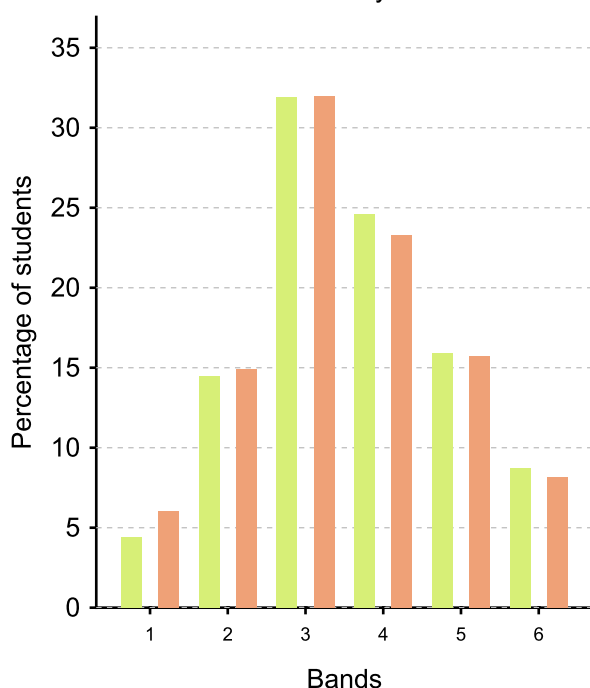
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 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.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 students in the top two bands in reading are 42% and 25% in numeracy. The percentage of Year 5 students in the top two bands in reading are 25% and 14% in numeracy.

Another reporting requirement from the State priorities: Better services— Improving Aboriginal education outcomes, is for the schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. Glendore Public School had less than 10 students in the Year 3 cohort and therefore results can not be reported upon. In Year 5 there were 16 Aboriginal students with 13% in the top two skill bands in both reading and numeracy.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

### Parents

43 parents engaged in the Tell Them From Me survey. The information provided by the parents indicated that the strength of the school was that they are made to feel welcomed, are well informed in many areas of their child's progress, and believe that there is support for learning and positive behaviour at Glendore Public School. The area parents identified as one of weakness was parental support of learning at home, with few parents talking about the importance and possible challenges of school work with their children.

### Students

57 Year 4, 47 Year 5 and 46 Year 6 students engaged in the Tell Them From Me student survey. 92% of students said that they tried hard to succeed, exceeding the NSW government school norm of 88%. 85% of students said that they were valued by their peers and others, again exceeding the NSW norm of 81%. 85% of Aboriginal students feel good about their culture when at school and 94% believe that their teachers have a good understanding of their culture. Further reflections need to revolve around the survey results collated that indicate only 15% expect to go to university after High School and 70% of students were interested and motivated in their learning, compared to the state norm of 78%.

### Teachers

28 teaching staff, both full and part-time, participated in the staff survey. 92% of staff stated that school leaders were leading improvement and change. A majority of teachers also identified that there are planned learning opportunities, as well as opportunities to share their lessons and material. Staff indicated that the school was inclusive, meeting the needs of all students within a safe and orderly school environment. Teachers identified a few areas for future development which included students using technology to track their progress towards learning goals. They also identified the need for setting goals with students regarding learning new technology skills.

## Policy requirements

### Aboriginal education

During 2016, the Aboriginal and Torres Strait Islander Education Team continued to work towards meeting the School Plan goals. Members of the Aboriginal and Torres Strait Islander Education Team (staff, families and community members) met to discuss progress and future direction for the school.

Aligned to the School Plan staff were provided with in-school, as well as external, professional learning and development opportunities.

During Term 1, staff participated in the professional learning around the implementation of Mgoals. This program focused on linking our local Aboriginal and Torres Strait Islander school community with the wider Aboriginal and Torres Strait Islander communities across Australia. It enabled our teachers and Indigenous students to learn and make a connection to the students' family origins.

Some staff members attended a Healthy Culture Healthy Country workshop during Term 2. These staff members were provided with knowledge of how to embed an Aboriginal perspective into the school's curriculum. This workshop allowed staff to recognise what the school is doing well and what could be improved upon in terms of Aboriginal and Torres Strait Islander education within the school. The staff that attended this professional learning opportunity shared this knowledge with the rest of the staff at the school.

One Saturday during Term 3 staff attended a Professional Learning field trip to Mt Sugarloaf with Mr David Newham and Uncle Paul Gordon. Staff were guided to culturally significant sites and provided with local information. Staff were educated on some Australian Aboriginal history and participated in some cultural activities such as a traditional smoking ceremony.

Throughout Term 3 staff were also involved in professional training around the Aboriginal 8 Ways of Learning. Staff discussed how Indigenous students learn best and what methods could be used to engage these students more effectively. Teachers have used this knowledge to incorporate the 8 Ways of Learning concepts into their class programs.

Term 4 allowed staff, students and families to congratulate and celebrate the success of reaching set goals set within the students' individual Personalised Learning Pathways (PLPs). The PLP process has been successful in enhancing the relationship between teachers and families. With the implementation of these plans the staff were given the opportunities to learn more about the Aboriginal students, and their families, in the classroom.

Other activities within the school environment included an Aboriginal mural being painted by students, under the supervision and guidance of an Aboriginal teacher, alongside the Yarning circle.

A contemporary dance group was formed and led by a Glendore Public School teacher with help from community members Mr Newham, Waylon Boney and Dennis Milgate. Aboriginal and Torres Strait Islander students learned and performed culturally themed dances. Mr Boney and Mr Milgate also lead the primary Aboriginal boys in a Yadaki (didgeridoo) group.

NAIDOC day was a successful day which involved the local community being welcomed into the school to participate in cultural activities, including Aboriginal dancing, storytelling, art and artefact discussions. These activities were designed to enhance the knowledge of the whole community and build stronger relationships with our local Aboriginal and Torres Strait Islander community.

### **Multicultural and anti-racism education**

Glendore Public School continues to promote multicultural education through a range of initiatives. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are encouraged.

Teaching and learning programs integrate the culturally and linguistically diverse backgrounds and perspectives of our students. The stories, videos and texts studied in various Key Learning Areas are selected to represent a wide range of cultural perspectives and understandings. For example, History units such as 'Community and Remembrance', explore the different traditions, significant contributions and celebrations of various cultures.

Students were enthusiastic in celebrating Harmony Day, celebrated on Monday 21st March 2016. Harmony Day acknowledged and celebrated Australia's cultural diversity. This year's theme focused on strength through diversity and promoted inclusiveness, respect and a sense of belonging for everyone.

Teachers at Glendore Public School recognise and respond to the cultural needs of the school community. Classroom teachers, librarians and English as an Additional Language (EALD) teachers work cooperatively to develop strategies that best cater for student's individual needs.

Two staff members, Ms Provost and Ms Doosey, have been trained as Anti-Racist Contact Officers. They act as a point of contact between students, staff, parents and the community and deal with complaints or concerns regarding racism which may arise.

### **Other school programs**

#### **Student Leadership**

Glendore Public School has maintained a student parliament of eight members. Roles within the parliament include a Prime Minister and Ministers with

portfolios such as Sport, Environment, Functions, Education, Communications and Aboriginal Affairs. Each portfolio has specified responsibilities within the school and employs the use of helpers from the senior classes, who are nominated each term. In 2016 the student leadership team ran Parliament once a term. The role of the Leader of the Opposition was continued with both of the school's Prime Ministers alternating between the role of Prime Minister and Leader of the Opposition.

Throughout the year the Ministers and their helpers coordinated a number of fundraising activities to raise money for student-nominated charities. They greeted special visitors to the school, helped during school activities such as Mothers' Day and Fathers' Day stalls, NAIDOC celebrations and Book Week activities. Our school leaders have attended regular meetings during lunchtimes, run the School Parliament, liaised with the Principal and they have run assemblies for the whole school. In 2016 our student leadership team took on a greater role in running and managing fundraising activities. They organised special events to raise funds and donations for local charities such as Newcastle Pet Rescue and the Maryland Neighbourhood Centre.

In 2016 our student leaders attended the Dawn Service organised by the Wallsend RSL (Diggers) Club. The students represented the school, laying a wreath at the cenotaph and participating in the march.

Student-elected sport House Captains and their helpers ran organised playground activities each lunch time. The House Representatives have been responsible for setting up playground equipment, organising teams, refereeing games and packing away equipment. The House Captains have also led their teams at school swimming carnivals, cross country carnivals and athletics carnivals.

#### **Sport**

Through a wide variety of sports activities Glendore Public School students continued to develop their sports and fundamental movement skills during 2016. Students participated for both enjoyment and to improve their overall fitness. Activities ranged from participation in weekly sport activities, carnivals, Daily P.E, Sportlink, Gala Days and the Zone Crossroads PSSA soccer and netball competitions. The Gala Days have included sports such as Touch Football for both Stage 2 and Stage 3 students and the Transition Program for Callaghan College Wallsend Campus (CCWC) included Soccer and Rugby League. The senior students won both the Soccer and Rugby League tournaments.

In 2016 the students continued their sporting successes in swimming, cross country and athletics. Students represented the school at Regional level for cross country and athletics.

Glendore Public School's Junior and Senior PSSA teams were represented in the finals in both netball and soccer. The netball teams came second in the Crossroads Cup and the soccer teams came fourth in the competition.

In Term 4, students from Year 2 to Year 6 had the opportunity to participate in the Learn To Swim program. It ran each Thursday, providing students with swimming and life-saving skills.

## **Arts**

Glendore Public School provided students with a range of programs to allow them to extend and enrich their creative talents and skills. Each group was given the opportunity to perform before their peers and the wider community throughout the year. In Term 3 all K–6 students participated in four concerts held in the school hall. The concerts included a play performed by 20 drama students and 19 class dance performances. In addition to these concerts, the elective Senior Dance Group represented the school at the annual Hunter Dance Festival. There was a great deal of positive feedback from parents and it was a wonderful opportunity for our dancers to view a variety of dance genres and interpretations. The elective Junior Dance Group performed for the school community each semester at school functions, exhibiting the talents and skills they had worked on throughout the year.

The Glendore Public School Choir involves students from Years 1 to 6. They regularly performed at school functions and performance afternoons each semester.

The Contemporary Dance Group comprised of Aboriginal and Torres Strait Islander students from Kindergarten to Year 6 who engaged in movement to express their culture. The group was taught by the Wakagetti Dance Company and Dave Newham. They performed for the school NAIDOC celebrations.

Each week the dedicated elective Drumming Group practised rhythms and drumming skills, utilising up-cycled household items as instruments. They showcased their talents and skills at Presentation Day for their peers and the wider school community.

## **Book Week**

Glendore Public School's annual Book Week celebration continued to be a success in 2016. Students and staff came dressed as their favourite book characters to celebrate the theme "Australia – The Story Country". Families and friends were invited to join in the festivities, which included a picnic lunch, activity rotations and a special assembly. Over 120 community members attended; participating in class activities and attending the assembly.

## **Grandparents and Grandfriends Day**

Over 350 grandparents and grandfriends gathered with all students from Kindergarten to Year 6 at Glendore Public School on Friday, 11th November 2016 to celebrate Grandfriends' Day, recognising the important role that these special people play in the lives of our students. Students and guests were able to participate in the many stalls that were set up and managed by the Stage 3 Maths groups. Activities included guessing competitions, lucky dips, games and food stalls. Grandparents and grandfriends enjoyed a cupcake with

each other during recess. Guests then had the opportunity to visit classrooms and attend a special assembly which involved performances by our dance groups, choir and some classes. The students were left with a genuine sense of pride and accomplishment by having the opportunity to showcase their talents to these important people in their lives.

## **ScopeIT**

In 2016 students in Years 1–6 had the opportunity to participate in *ScopeIT*. Students were engaged in 21st century learning and learned a range of coding skills and concepts. These skills allowed students to apply problem solving strategies, using digital technologies. 85% of students in Years 1–6 participated in the program.