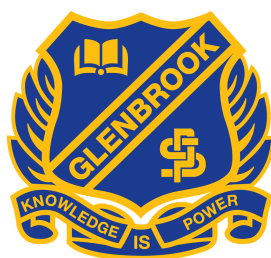


Glenbrook Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Glenbrook 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.

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Message from the Principal

It is with pleasure that I present the 2017 Annual School Report to our community. This year has been significant for Glenbrook Public School where the school celebrated 125 years of education. This achievement was recognised in September with an afternoon tea with many of the guest linked to the history of the school being former students at Glenbrook PS. The guest enjoyed seeing and listening to our senior choir and ensemble groups that performed during the opening of the function organised through the Glenbrook Historical Association. As part of the school 125th Anniversary, all students were involved in the joint production of 'Glenbrook through the ages' staged with our parents and visitors being the audience. The quality of the performance and historical theme capturing Glenbrook PS was a moment to remember, along with the school song sang by all students completing this special occasion.

The year has seen students continuing to achieve in areas of learning, the arts and in sports. Our Opportunity Class was to receive for the third time the Penrith High School Award for the Challenge Day held in Term 3. For the third consecutive year a Glenbrook PS student has been recognised in the Write on competition held by (NESA) 'Educational Standards Authority' presented with Gold. Glenbrook PS won the Blue Mountains Public Speaking Competition with three students winning the finals. The school swimming and cross-country teams won both district carnivals and the girls' soccer team became finalist in the state knockout competition.

Our school community now works towards planning direction for the next three year strategic direction for Glenbrook Public School with focus on three main areas; Learning, Wellbeing and Evaluative Teaching. Much has been achieved in recent years with teachers providing positive feedback so students can set achievable learning goals, in areas of literacy/ numeracy with closer monitoring of progress through assessment strategies. This will continue next year along with refining our approach to teaching mathematics and areas of literacy.

Message from the school community

Glenbrook Public School's Parents and Citizens Association meets on the first Tuesday of each month in the school staffroom during term time. The P&C provides an opportunity for parents and community members to come together with the school Principal and discuss activities and programs occurring within the school. Throughout 2017 the P&C worked to support students and staff through various successful social and fund raising events.

The ability of the P&C to support the students and staff of Glenbrook Public school is reliant on the parents and community members who volunteer their time to help in the canteen, uniform shop, organise fundraising activities and the many other activities which take place across the school year. Through your hard work and support the P&C has been able to raise thousands of dollars which has been used to provide updated classroom resources, improved play areas and support teaching and learning across all years. I thank you all for your continued support.

Gary Hartin

P and C President

School background

School vision statement

School Vision Statement

Our school aims to create a happy, challenging and caring environment in which all students can realise their full potential academically, socially, personally and physically.

This will be achieved through:

Creating a school climate notable for its high expectations and encouragement of achievement and personal excellence;

Ensuring that programs enhance our students' welfare, self-confidence, self-esteem, resilience and self-discipline;

Encouraging a positive partnership between the school and its community that supports our students and the school;

Ensuring C21st learning which provides a wide range of experiences and encourages enjoyment of, and active involvement in, schooling, supporting lifelong learning;

Developing responsible and respectful students that have capacity to build positive relationships to support each other, exercise judgement in matters of morality, ethics and social justice; and

Ensuring that teachers are provided opportunities to develop their professional capacities to confidently and competently implement quality learning experiences for all students in a collaborative and supportive environment.

School context

School Context

Glenbrook Public School is situated on the village side of Glenbrook, the gateway to the Blue Mountains. Property prices compare higher than most other areas of the Blue Mountains.

Parent occupation includes a number of qualified professional and tradespeople. Many parents also commute each day to their work-place outside the Blue Mountains.

Student families of Glenbrook Public School are from a variety of cultural backgrounds although predominantly are Anglo-Saxon. The community also reflects a middle class socio economic background.

The school community has a high expectation which is met by a strong focus on quality education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy in NAPLAN.

The school leadership team reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning.

Glenbrook Public School is also fortunate to host an Opportunity Class with a new intake occurring every second year.

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.

Learning

This year the school has been working to revise and refine school syllabus guidelines in Key Learning Areas including Literacy, Numeracy, PD/H/PE and CAPA. Stage groups developed clear scope and sequence in mathematics for teachers ensuring consistent learning across classes and aligning to student assessment. This will be further developed next year ensuring the teaching strategies within the syllabus are aligned. Teachers during planned professional learning also focused on the principles of Visible Learning, implementing strategies in classrooms and sharing the impact of strategies at meetings. Students continue to engage in setting personal learning goals following positive feedback from teachers. This has developed into students explaining in terms of 'I statements' where students can identify what they have achieved and where learning needs to progress in the future. Through the use of three way conferencing students were encouraged to discuss with their parents goals and how they were achieved and what they need to do next in their learning. As part of the school's strategic direction professional learning also focused on developing critical thinking strategies with students. Stage two and three have now also linked learning in science with critical thinking strategies.

Teaching

This year the school has focused on refining processes that ensures closer monitoring of student progress using planned assessment data to inform decisions. In stage teams, teachers have examined student worksamples and discussed strategies to ensure high expectations as well monitor student progress. This has also included focusing on middle ability students and discussing achievement and strategies to improve progress. The development of the school data wall provides information to inform student progress and adjustments to resources catering for individuals. Teachers in stage groups were provided time to examine the Literacy continuum in reading to plan expected learning and gain consistency in teacher judgement using the continuum. Through using QTTS a teacher mentor has worked with class teachers to strengthen knowledge of the mathematics syllabus, aligning to our school's scope and sequence and relating to the continuum for learning. School evaluation identifies the school approaching the level of sustaining and growing in areas of teaching through evaluative teaching practices where monitoring based on quality assessment data informs planning for learning.

Leadership

Teachers were provided during the year increased opportunities to further develop their capacities as leaders through many roles including relieving at higher duties. Teachers also led curriculum committees or were instrumental in leading the development of school policy. Planned professional learning saw teachers lead sessions that provided others with knowledge of effective teaching strategies in areas of Literacy and Numeracy. Teachers also had opportunities to lead sessions supporting the development of teacher accreditation where different approaches were shared for the collection of evidence and understanding of requirements.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Learning. Creating 21st Century Learners

Purpose

To develop a high performing and dynamic learning school community and across our community of schools(K–12) that is based on delivery of quality education and consistent high standards and shared professional practices.

To create 21st century students who are independent and collaborative learners, deep and logical thinkers, with the ability to obtain and evaluate information in a disciplined way.

They will have opportunities to be creative, innovative and resourceful.

Overall summary of progress

Stage teams worked to align Visual Learning strategies into school practice and programs. Approaches to teaching Visual Learning were demonstrated at professional learning meetings. Teachers also had professional learning in the area of Carol Dweck's 'Growth Mindset' and shared thoughts and strategies that they currently use that align to this strategy. In addition, through explicit teaching and positive feedback from teachers, students have continued to develop their skills in reflecting on and setting their own learning goals. learning and engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Higher percentage of students (currently showing below cluster) moving to required level cluster in comprehension/reading.	Purchasing and updating resources for student use. \$1500.00	By the end of Term 3 students have progressed on average benchmarks 4.78 levels. 90% of students K–6 are at required levels for reading with 79% Years 4 to 6 at Benchmark 30 or higher.
High number of students exhibiting positive growth from Year 3 to Year 5 as indicated through NAPLAN.	Planning and developing. \$776	Students have shown growth since Year 3 with 72% of Year 5 students showing greater or equal expected growth in numeracy, 81% in spelling, 65% in Reading and 85% in Grammar.
Continued increase in students (Years 3 and 5) moving from the middle bands to the higher bands in NAPLAN.	purchasing resources for curriculum areas. Numeracy, Science, History and Geography. \$2800	81% of Year 3 students in the top 3 Bands in writing, 90% in spelling, 87% grammar, 84% in Reading and 90% in numeracy.

Next Steps

2018 will see a continuation and extension of Visual Learning and Growth Mindset practices and programs as they have resulted in positive growth in teacher and students learning and engagement. In addition, Sena maths program will be implemented with the view to increasing teacher capacity to cater for growth in Numeracy capabilities of students. Student Assessment folders also introduced and developed to provide avenue to review learning, plan learning and track continuous assessment.

Strategic Direction 2

Engagement and Student Wellbeing. Building a 21st Century learning environment to support student learning

Purpose

To ensure all students across our Community of Schools are actively and purposefully engaged in their learning and all aspects of school life K–12.

To create a safe and respectful school that supports the core business of learning, engaging the school community and working collaboratively with them in decision making to embed a system of values and cultural excellence.

Overall summary of progress

Wellbeing Committee have reviewed, rewritten and reflected on the current school wellbeing policy as a response to the earlier survey received from teachers, students and parents. The Positive School Program was practiced throughout the school and stage teams continued to align the program with Child Protection, Friendly Schools and Families. Teacher's were in-serviced on Carol Dweck's 'Growth Mindset' strategies and practices and lessons were trialed in the classroom and positive learning aptitudes achieved. QTTS continued to enhance Stage 2 teachers and practice as it focuses on identified students (middle achievers) and work with them directly in writing. Student leadership programs continued with Kindergarten Buddies and in school Sport leadership programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Over 80% of students show high level satisfaction and engagement in school using School survey and Tell Them From Me surveys.	Planning and Implementation. \$1600.00 Planning and developing surveys. \$450.00	Information gained from the Tell Them From Me survey indicated that 74% of students Years 4 to 6 who showed to be interested and motivated in learning.
Majority of students are engaged with planning and achieving learning goals supported through positive feedback from teachers.	PD, PE, Sport and Playground equipment. \$3000	Overall, positive results emerging from students engaging in formal reflections of their learning. Relevant and insightful learning plans were created and 3 Way (Student/teacher/Parent) Learning Meetings across the school had constructive outcomes.

Next Steps

2018 will see the implementation of the revised School Wellbeing Policy. This will include in-servicing of staff and programs for students that include a revision of programs such as GROW, The Positive School Program and Friendly Schools and Families and extend to the areas of resilience and positive social behaviours utilising sections of the Kids Matter program or the like. QTSS will continue to specific target teacher capacity in the areas required and areas reflecting School Plan. Consolidation and expansion of leadership programs will continue.

Strategic Direction 3

Inspired Teaching. Enhancing school leadership and teaching excellence for a modern 21st century school

Purpose

To develop high quality 21st century leaders with the knowledge and skills to inspire others in innovative and creative practices for 21st century learning, meeting the diverse needs of our learners. Teachers will have opportunities to engage in appropriate individual, team and shared professional learning activities. They will have a deep understanding of the National Standards for teachers, with staff having opportunities to build leadership capacities.

Overall summary of progress

Staff have undergone TPL to develop high quality 21st Century practitioners. Teachers have had the opportunities to engage in appropriate individual, team and shared professional learning activities. Particular focus was placed on increasing knowledge and skills in Literacy, Numeracy, Critical and Creative Thinking and PLAN. In addition, sessions relating to Teacher Professional Learning Plans and Accreditation were undergone. Opportunities, to build capacity, within the school and the local community were provided for teachers to undertake leadership courses and to take up leadership roles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN results indicate a continued increase in Year 3 writing from current 67% (2015) in the top 3 bands to over 75% by 2016/2017	Total expenditure for purchasing resources. \$4617.	In 2017 81% of Year 3 students (2016) in top 3 bands (NAPLAN) in writing with 71% of students in the top 2 Bands. The school has achieved highest results since 2013, 21 points higher than state.
Higher percentage of students (currently showing below cluster) moving to required level cluster in comprehension/reading.	Planning, mentoring and TPL. \$4800	By the end of Term 3 students have progressed on average benchmarks 4.78 levels. 90% of students K–6 are at required levels for reading with 79% Years 4 to 6 at Benchmark 30 or higher.

Next Steps

2018, will see Glenbrook staff building upon the skills and knowledge gained during the 2015–2017 School Plan and turning their focus towards Evaluative Teaching. Focus and TPL will be on gaining knowledge and skills related to the areas of Accreditation, Curriculum, Programing and Assessment and how the knowledge and skills learnt will impact planning, reporting and resource allocation within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,681. Learning Support was also additional to providing Speech pathology support during 2017.	On average students have progressed 4.5 PM Benchmarks in Reading. Senior students are at level 30 or higher, expected level.
English language proficiency	School allocation is \$1,562.00 This has been included to provide school LaST and SLSO support	Students have progressed on average 7 PM Benchmark levels in 2017. Data indicates that all students are in the process of achieving cluster levels in reading.
Low level adjustment for disability	\$67,948 allocated for students which provides 2 days LaST and SLSO support for students in class.	Students (K–6) have progressed on average a cluster level in reading and half a cluster in writing. data indicates that students are still working behind required cluster.
Quality Teaching, Successful Students (QTSS)	\$20,416 allocated with addition funds provided to increase QTSS in the second semester.	QTSS has supported the development of writing and mathematics. The mentors have worked closely with St 1 and 2 teachers to develop programs and effective teaching strategies.
Socio–economic background	\$6,848 allocated providing additional support to student in class using school SLSO's. Additional funds also allocated from school sources to increase SLSO allocation in 2017.	Further support in mathematics showed significant development with stage 3 focus group. In reading identified students all showed growth with Y1 averaged PM 15 (expected 16), Y2, 20 (expected 22), Y4, 22 (expected 24)
Support for beginning teachers	N/A	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	127	142	139	154
Girls	142	137	129	135

Student enrolments have continued to increase during 2017. Enrolments have occurred through in area applications. As a result the school was in the position to benefit from a twelve classroom teacher towards the end of 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	97.7	95.3	96.6
1	96.7	95.1	93.5	95.7
2	95.4	95.7	96.6	96.6
3	96.8	96.7	96.8	97.2
4	97	95.7	95.4	96.2
5	97	97	97.5	96
6	95	96.5	97.7	96.3
All Years	96.4	96.4	96.1	96.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance has remained consistently high in 2017. Parents are required to give reason why their child is away from school within a the week of absence. Attendance is encouraged each school day unless a valid reason exist. Awards at the end of the school year recognise students who have outstanding attendance during the year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.16
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.62
Other Positions	0

*Full Time Equivalent

Glenbrook Public School is fortunate to have three teachers appointed to the school who are Aboriginal. One of the teachers was appointed on merit as an Assistant Principal.

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

Teachers at Glenbrook Public School are involved in professional learning that focused on our current school direction as well as other areas considered important. Professional learning occurred either after school or on designated School Development Days during the year. The school approach to professional learning also allowed teachers to develop their own professional capacity with executive and teachers designing and presenting sessions relevant to the school's direction in professional learning.

During the year time was provided to examine various

strategies to support and maintain evidence aligned to the teacher accreditation process. The school currently has four teachers who have completed requirements for accreditation and they were able to assist and share their approach to the process. Professional learning also focused on the use of 'hands-on' materials when teaching mathematics as well as useful 'lesson-breaks' that support developing student knowledge of number facts and working memory. Dr Susan Lowe (OT) provided a session where she showed the growth of coordination in students, some of the difficulties children have and strategies to assist.

Professional learning also focused on John Hattie's (Visible Learning) and its impact on student learning. Teachers shared strategies that they had introduced with students. This was further supported by work on Critical thinking, challenging and engaging students as well as Carol Dweck's work in developing Growth Mindset in students.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	208,360
Revenue	2,239,969
Appropriation	2,103,857
Sale of Goods and Services	1,102
Grants and Contributions	131,658
Gain and Loss	0
Other Revenue	0
Investment Income	3,352
Expenses	-2,220,904
Recurrent Expenses	-2,220,904
Employee Related	-1,996,255
Operating Expenses	-224,648
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	19,065
Balance Carried Forward	227,426

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought

forward. The financial summary table for the year ended 31 December 2017 reflects the accumulated past funds.

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,902,633
Base Per Capita	40,957
Base Location	0
Other Base	1,861,675
Equity Total	79,039
Equity Aboriginal	2,681
Equity Socio economic	6,848
Equity Language	1,562
Equity Disability	67,948
Targeted Total	0
Other Total	55,996
Grand Total	2,037,668

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

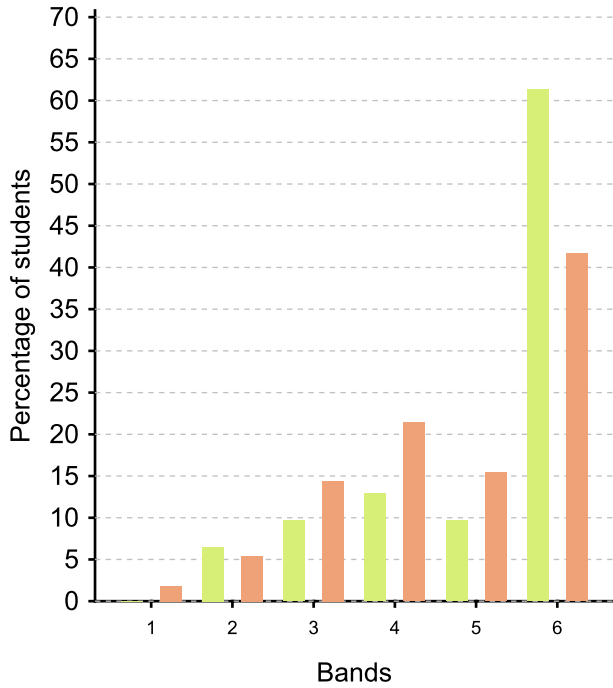
NAPLAN

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.

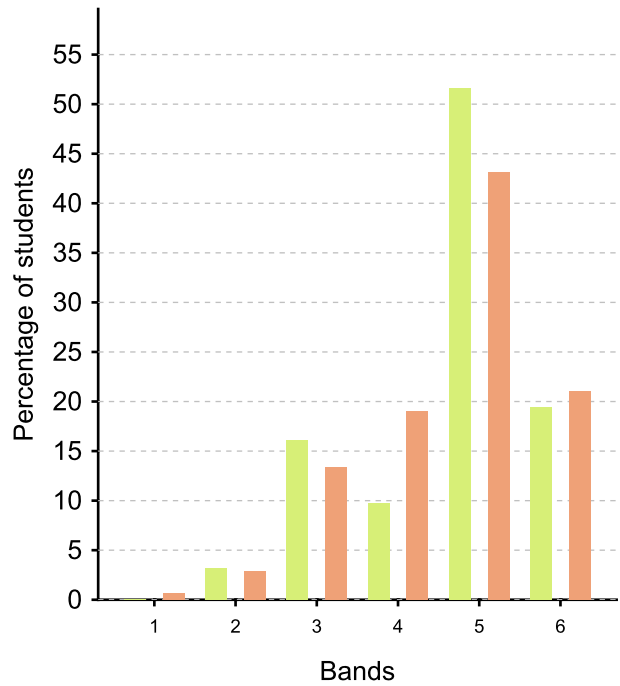
The school trend data indicates strong continual growth for students in Year 3 in all areas in literacy. In reading

spelling and writing trend data indicates the highest achievement for Year 3 since 2013, 20 to 50 points higher than state in all areas of Literacy. The school results indicated in Reading, 71% of students gained the top 2 bands compared to state 51%. In spelling the school achieved 71% in the top 2 bands comparing to state 53%. In writing 71% compared to state 53% and grammar, 65% compared to state 62%.

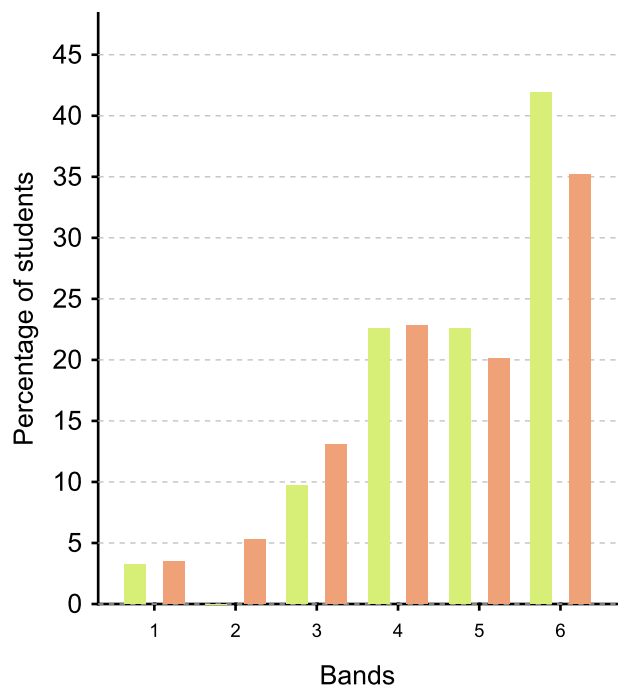
Percentage in bands:
Year 3 Reading



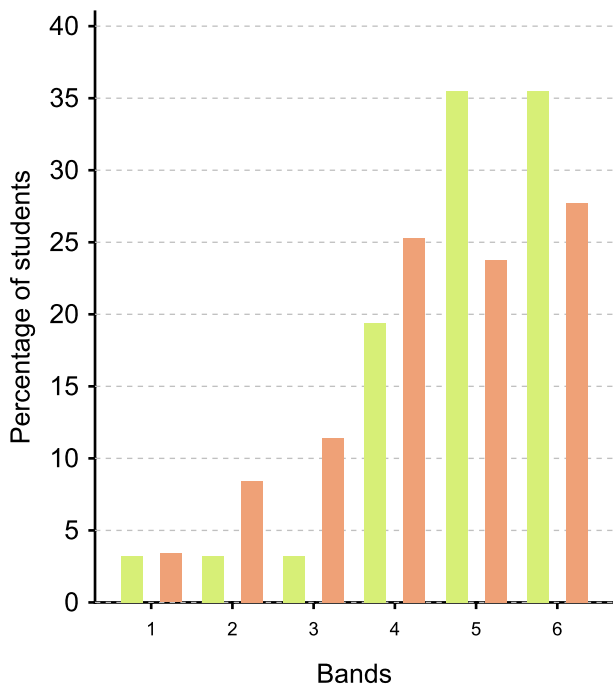
Percentage in bands:
Year 3 Writing



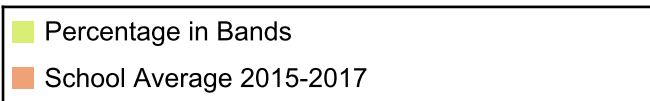
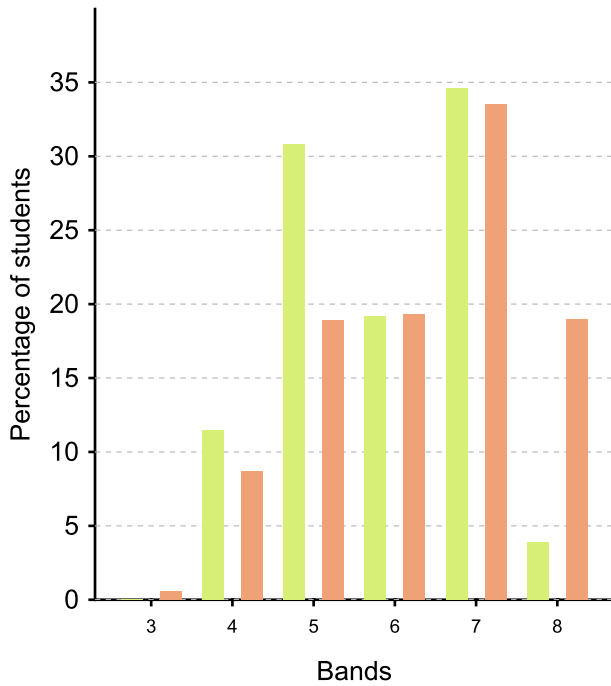
Percentage in bands:
Year 3 Grammar & Punctuation



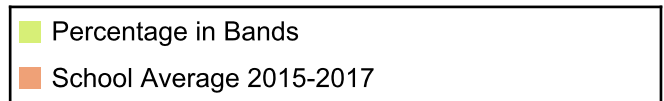
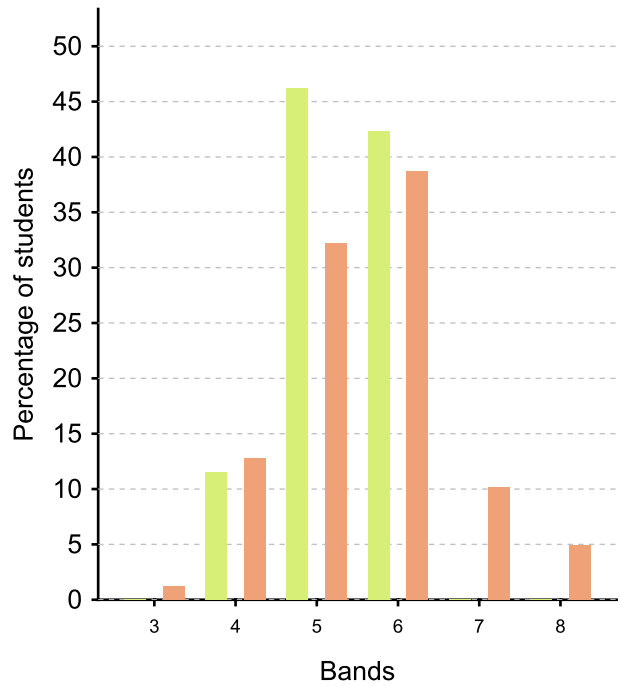
Percentage in bands:
Year 3 Spelling



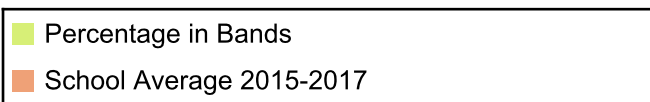
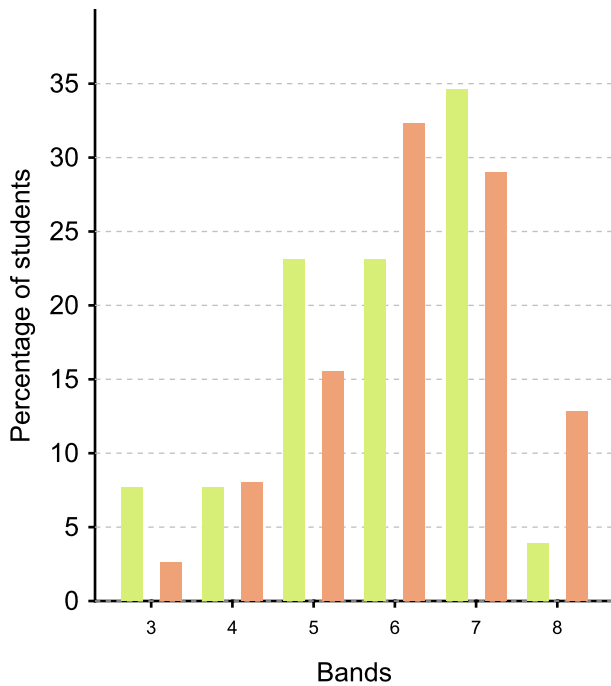
Percentage in bands:
Year 5 Reading



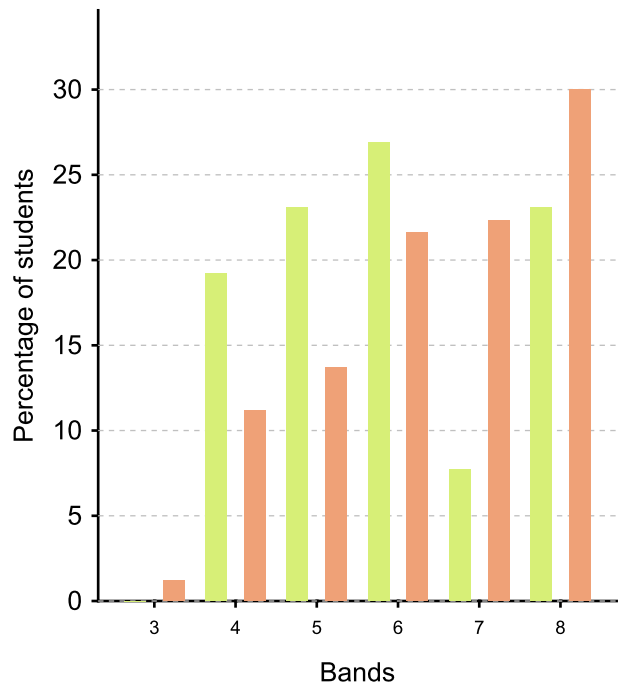
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



School trend data indicated that the Year 3 results had the highest numeracy results since 2013. Results indicated that 90.4% of students gained the top 3 bands with 68% in the top 2 bands compared to the state 43%. Year 5 results indicated that 64% of students gained the top 3 bands with 24% achieving the top 2 bands compared to state 32%. 72% of Glenbrook students in Year 5 showed a growth that was greater

than or expected in the area of Numeracy since Year 3.

Indigenous student met the range of achievement for the middle 60% of Year 3 students in Australia in Reading, Grammar and Punctuation and Numeracy.

Parent/caregiver, student, teacher satisfaction

The school conducted a Survey Monkey to parents. The data showed a percentage rating to overall very high. Overall ratings included, 82% found the school welcoming and friendly, with 81% recommending the school to other parents. 75% rated high their child being happy at school with 78% rating for their child being encouraged to work to the best of their ability and 71% for the school setting high expectations for their child. Parents rated 77% for the school encouraging positive relationships between students, with 76% rating the school for providing a well balanced education. Students from Years 4 to 6 were also involved in two surveys conducted by Tell Them From Me. The results of these surveys provided the school with information covering many areas of student school life.

Policy requirements

Aboriginal education

Aboriginal Education continues to be embedded into curriculum areas this year. Under the banner 'Understanding Culture' early school year's students focused on 'Culture and the natural World'.

Students in Stage 2 examined the first contact that Aboriginal people had with the arrival of the First Fleet, the effects of colonisation and impact of the goldfields on Aboriginal people and

understanding the significance of land for Aboriginal people. Stage 3 students also examined Aboriginal government and related this learning to how Australia is governed today. The teaching of

Aboriginal Education, in Stage 3, was supported this year by the National Art Gallery and PEO as they tailored programs to support our Indigenous studies during their 3 day excursion to Canberra.

Multicultural and anti-racism education

At Glenbrook PS, Multicultural Education is embedded in the school's learning programs. During the year teachers implemented Stage appropriate units of learning that included a focus on multiculturalism, the benefits of being a multicultural community and tolerance and acceptance of the diversity and differences between people. Students explored and acknowledged the various cultures within the school and examined how different cultures have had an

impact on Australia's culture and identity. Stage 3 students also participated in connected classroom sessions with a South Korean school. This cultural exchange was very successful for all students concerned.

Other school programs

Environmental Education School Initiative

Glenbrook Public School continued to be involved closely with Blue Mountains City Council in a joint project to create a bio-filtration system on school grounds. Stage 3 students were involved with the training and passing on of the knowledge they learnt to students from Warrimoo PS who wished to build a filtration system. During a practical workshop students shared their achievements, demonstrated the processes they developed and are now monitoring. They continued to observe the water quality entering Glenbrook Creek through the school and to study the specific needs of the Australian Environment. All stages, utilising plants from Greening Australia, were involved in studying, planting and nurturing native shrubs around the school.

Student involvement in extra curriculum activities

Students from Glenbrook Public School continue to have opportunities to succeed in many extra curriculum activities provided through the school. The school ensemble group continues to grow with the music program now extended to guitar, ukulele, keyboard and African drumming. Students had the opportunity to perform at various events throughout the year such as, the Glenbrook Evening of Group Performance. Many students have been involved in boys and girls dance groups during the year performing at the Joan Sutherland Centre. In the area of sport, students participated in state knockouts, Winmalee Cup and local school carnivals. Students have also had the opportunities to participate at school and in the Gifted and Talented programs offered by the Department in the areas of dance, drama, art, debating and public speaking.