

# Glenfield Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Glenfield Public School** as an account of the school's operations and achievements throughout the year.

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

Trish Hagan

Principal

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### Message from the Principal

The school has continued to be held in high regard in terms of educational outcomes. This has been evidenced by our NAPLAN results and the improvement our students are continuing to make over time. 48% of Year 6 (13 students) who applied, were successful in gaining a placement in a selective high school for 2018. An academic summary of student achievement can be found within this report. Some of the highlights from 2017 include the establishment of a Wednesday morning playgroup that allowed pre-schoolers and parents to become connected with the school prior to enrolment. Children socialised and engaged in games, reading, singing and craft activities. Teachers volunteered to host each session and parents assisted in distributing resources and providing morning tea. The playgroup began with 11 preschoolers in Term 2 and concluded the year with 23 children enrolled in the program. The school community embraced an enjoyable fundraising event through the "Obstacool" challenge which raised over \$12,000 that was used to purchase a class set of Infinity One laptops. For the next 3 years the school will focus on purchasing more portable devices and taking the use of technology as a tool for learning to even higher levels. This year we finally saw the construction of our new sports court which is now used extensively to assist in the development of skills relating to netball and basketball. The court is popular during play breaks and promotes active lifestyles.

I would like to take this opportunity to thank the Glenfield staff and the P & C, capably led by president Mrs Singh for its ongoing and extensive commitment in supporting the school in its planning, evaluations, programs and initiatives that drive our school towards improvement as we all, continually "Strive to Achieve".

Trish Hagan

### Message from the students

At the start of the year, we went to a Leadership Conference in Sydney where all school captains and ambassadors from around NSW gathered to discuss how to be good leaders. We did many activities together to see how each others minds worked and we learnt how to work together to be a good team and role models. Throughout the year we ran all fortnightly assemblies and presented reports and we announced lining up winners every day. We also met and spoke to special visitors including the School Education Director and new parents to the school at Kindergarten Orientation. We talked about our school, the teachers, the SRC and the many activities that we have at Glenfield Public School. In Term 3 we went to a Academic Challenge at Sarah Redfern High School where students from 34 schools competed in the competition. The 4 students that went showed all the other schools just how smart Glenfield students were in problem solving. Throughout the year, we had many exciting events such as the ObstaCool Challenge, Easter Hat Parade, the school concert and mufti days to raise money for our school. Overall, this has been a brilliant year and it has been an honour to lead our school.

D. Tan-Bautista and M. Lewry, School Captains

## School background

### School vision statement

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

### School context

Glenfield Public School was established in 1882 and is situated on Dharawal land in the Campbelltown City Council area. It serves a school community of 407 student enrolments from 43 different nationalities. 73.8% of students are from backgrounds other than English and 3.9% of students are Aboriginal. The school is over a hundred years old and many generations of families have attended the school over this time. The school is held in high regard within the community. Since 2010, student enrolments have increased with the continuing development of a new housing estate. The school has grown from 10 to 17 classes in seven years.

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

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

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

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

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

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

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

Trish Hagan (Principal)

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, 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.

**In the domain of Learning**, the school was delivering in wellbeing and assessing and reporting and considered to be

sustaining and growing in learning culture, curriculum and learning and student performance measures. Within the school plan, the following elements were key focus areas for improvement.

- *Curriculum and Learning.* Students were taught vital skills that are required of them as 21st century learners. Across all key learning areas, students learnt to collaborate, communicate and solve problems as critical and creative thinkers.
- *Assessment and Reporting.* Students were empowered to know and act upon learning intentions, expectations and teacher feedback to progress them in literacy and numeracy at a faster rate. The school is committed to increasing student numbers in the proficiency bands for NAPLAN Reading from 44 % (Year 3) to 52% in 2019 and from 31% (Year 5) to 39% in 2019.
- *Wellbeing* of students is paramount to learning. The school began implementing policies and practices to better support students in academic, social and emotional areas to ensure they reach their potential. This year, the school began planning a positive behaviour for learning program.

**The Teaching domain** is closely linked to learning and was rated as sustaining and growing in data skills and use, collaborative practice, learning and development and professional standards. Effective classroom practice was considered to be delivering. The school is further developing with focus on the following elements:

- *Effective Classroom Practice* where teachers spend a significant amount of hours during professional learning time investigating evidence based "best practice" to strengthen their teaching. Learning intentions and success criteria became a feature with the goal to embed these in daily teaching practice. Teachers also focused on delivering explicit, specific and timely feedback to students as to how they can improve in their learning.
- *Collaborative Practice and Learning and Development* are linked to teachers actively exploring and sharing ideas to improve student outcomes, enhance 21st century learning competencies and teaching through technology. Teachers invested time to engage in "Agile Sprints" which involved collaboratively planning for the explicit teaching of concepts and skills for students who were just below proficiency. Stage teams and support staff continued to work together to analyse data, plan, reflect and amend programs and strategies for the stage or student groups. Teachers with expertise were released from class to mentor and team teach with colleagues to assist their professional development.

**In the pursuit of excellence in Leading**, the school was considered to be sustaining and growing in school planning, implementation and reporting and delivering in leadership, school resources and management practices and processes. Within the school plan, the following elements were key focus areas for improvement.

- *Leadership.* A change in executive staff concentrated efforts on leadership for school improvement. Intensive training was undertaken pertaining to leadership qualities, agile sprints and data analysis to effectively plan for and support student learning.
- *School Resources.* The school community's fundraising efforts purchased more devices to increase the use of technology for learning and robotics and coding programs were introduced across the school to complement the school's focus on developing general capabilities.
- *School Planning, Implementation and Reporting.* It was deemed vital to engage parents and community members in co-planning and contributing to annual reviews. The first steps towards achieving these goals was to welcome all stakeholders and to provide a regular forum for meetings to share information, aspirations and ideas. The community café was introduced to achieve this purpose. However, attendance varied according to the agenda and only the small group of P & C members were proactive in contributing ideas for school improvement.

In 2017 our whole school evaluation took place in Term 4 during staff, P & C and Community Cafe' meetings. Teachers, parents and students offered ratings and reviews through a series of surveys that assisted the school in identifying our successes and areas for improvement. As part of this process, each of the school's strategic directions were also evaluated. School student achievement data and external data such as NAPLAN and ICAS assessments were also analysed with staff and interested parents who attended information sessions. Teachers and parent representatives measured the school practices and achievements against the School Excellence Framework (Version 2) in order to inform the 2018–2020 school plan.

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

### Quality Learning

#### Purpose

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

#### Overall summary of progress

In Term 1, Microsoft One Drive was set up across K–6 to enable collaborative planning at a stage and school level. A 21st century skill set rubric was developed to be used as a guide for teachers in teaching and assessing relevant competencies relating to the capabilities of communication, collaboration, critical and creative thinking. These 4 areas have now been included in student reports. "Coding" was introduced in Stage 3 and talented students then became mentors for others across the school. A "Make A Space" was established in the computer Lab and the school began resourcing it with robotics and STEM equipment. Access to technology was increased by purchasing a class set of infinity laptops for Stage 2. This stage was prioritised to enable intensive keyboard practice in the lead up to NAPLAN on line. This initiative also allowed more time for other stages to access the computer lab.

A 4/5/6 enrichment class was trialed this year to challenge and extend more able students. Evaluation of this initiative was highly rated by teachers and parents. 13 of 27 Year 6 students who applied for selective high school placement were successful. Teachers collaboratively assessed and planned for students who were just below the identified benchmark level according to Numeracy PLAN data, and implemented 2 weekly cycles of "Agile Sprints". Pre and post assessment data demonstrated the success of this initiative. A K–6 numeracy data wall was established, concentrating on identified improvement areas re early arithmetic strategies, place value, multiplication and division.

An additional EAL/D teacher 1 day per week, an additional LaST 1 day per week and SLSO were employed to better support students experiencing difficulty in accessing the curriculum. All teachers undertook intensive training and employed effective behaviour management strategies. The school made links with outside agencies to develop programs to support students such as the Student Eyecare program. Outside agencies such as speech therapists and psychologists through Learning Links were engaged to implement a weekly program to assist identified students who required additional support. A Positive Behaviour for Learning (PBL) Program was initiated to enable consistency in school rules and the explicit teaching of positive behaviours across all school settings. Board games for a quiet undercover, underutilised areas were purchased as an alternative to a busy, active playground. This enabled students to become more settled upon returning to learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are actively engaged in their learning and are able to articulate and utilise the 21st century skill set.	\$12,000 purchased 30 Infinity One devices through school and community funds.  Stage team budgets (approximately \$20,000 in total) were used to purchase resources relevant to the age and interest level of students to better engage them in learning. These included robotic devices.	86% of classrooms showed evidence of 4C language used by students. 92% of students understood and exchanged dialogue regarding future focused competencies. This was particularly evident in the 4/5/6 enrichment class where knowledge and skills were utilised through an array of regular STEM tasks. 86.6% of staff felt Stem resources were adequate and accessible. All students had access to new engaging teaching and learning methods using Infinity One devices. More teachers began experimenting with open planned flexible learning spaces.
At least 65% of students are critical and creative thinkers who use effective communication skills to be collaborative in all areas of their daily life.		Information re student achievement regarding the 4 Cs was introduced in student reports. 89% of students were at "Sound" or above. All students were introduced to Coding and STEM tasks that they found most engaging. Older students were buddies for younger classes. Students

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 65% of students are critical and creative thinkers who use effective communication skills to be collaborative in all areas of their daily life.		demonstrated future focused skills through working productively in communication, problem solving and reflection.
Positive feedback from students, teachers and parents through surveys related to improved student learning and engagement.		75% of Years 4–6 of students indicated through TTFM survey that they were interested and motivated in their learning. This was a drop from 88% in 2016. 45% of students felt they had high skills and were highly challenged. Teachers gave a rating of 7.9 out of 10 when reflecting on their ability to set challenging tasks.
60% of students demonstrate grade appropriate reading skills according to literacy continuum. 95% of Year 3 and 94% of Year 5 students are at or above national minimum standard in NAPLAN reading. Growth from Year 3 to Year 5 is aimed at 61.5%	<p>\$89,375 was expended to employ additional teachers and a student learning support officer to assist students with learning difficulties and NESB students who required support in English language acquisition.</p> <p>\$30,682 funded the elevation of a class teacher to AP status to reduce executive to student ratio and assist children in behaviour modification programs.</p>	Student improvement in literacy and numeracy was consistent as evidenced through school and NAPLAN data (refer to "School Performance" within this report). 94% of Year 3 students and 92% of Year 5 students are at or above national minimum standard. The growth from Year 3 to Year 5 was 65.9%.

## Next Steps

The school will focus on further improving student motivation and engagement, particularly for senior students. There will be a commitment to purchase more class sets of devices and to trial BYOD, as feedback from surveys indicate the need to enhance the use of technology. Students will receive greater direct formative feedback, with teachers utilising new applications and devices. An afternoon Coding Club will be introduced for interested students. Further work will be undertaken through research and training to further develop rubrics relating to general capabilities. The 4/5/6 Enrichment class will continue for 2018. Stage 3 will be streamed in an attempt to provide low level achievers with more individualised and intensive support prior to high school.

A positive behaviour for learning program will be introduced. The playground will be divided into areas for specific play with a greater variety of games/ entertainment to cater for students who prefer quiet activities. A friendship "Buddy" bench will be introduced to support students who find difficulty in making friends.

Agile Sprints will continue with each stage to focus on academic needs as identified by ongoing data collection and analysis. Whole school areas of focus will target improving student outcomes in writing and measurement, data, space and geometry. Students will set individualise learning goals with teacher and parents and engage in 3 way interviews. Further strategies will be developed to better engage parents as partners in education.

## Strategic Direction 2

### Quality Teaching

#### Purpose

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

#### Overall summary of progress

In Term 1, teachers trained in using Google Drive in order to better collaborate when cooperatively planning and communicating. There was a strong focus regarding professional learning to support students with challenging behaviours. All teachers undertook five hours of on-line training and completed 5 modules of professional learning. The evaluation from staff was most positive. Many teachers indicated they were better equipped with strategies to improve classroom management. This resulted in a reduction in time taken to discipline students and an increase in teaching and learning time.

In Term 2, stage teams spent planning time, discussing students who were under performing in targeted areas. Concepts and skill levels were closely analysed to uncover where learning was breaking down for these students. Stage teams in conjunction with the Learning and Support Teachers (LaST), devised successful intervention strategies that focused on intensive teaching over 5 weeks for these students. The process was named "Agile Sprints". Teachers noted the improvement in students over this period and this method of intervention is becoming embedded practice.

A data wall was refined in Term 3 in a private staff meeting/planning area. All students across the school were positioned in cluster markers that showed their progression through the literacy and numeracy learning continuums. Through 5 weekly reviews, students were moved into the next bracket (cluster) as they demonstrated progress in learning.

Teachers continued to commit to setting clear expectations for their students in regards to learning. Observed lessons began with teachers articulating the purpose of the lesson and why it was important. This component is called "Learning Intentions". Teachers also informed students of what they need to demonstrate to show their understanding and skills ("Success Criteria"). Teachers are continuing to explore best practice in ongoing formative assessment practices such as exit slips and reflections in order to provide timely and constructive feedback to students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Programs reflect cross-curriculum integration to support students in making deep, meaningful connections with their learning.	A combination of literacy and numeracy, professional learning and beginning teacher funds were accessed.	Stage team teachers were released for a series of half day sessions to cooperatively plan programs that incorporated cross curriculum priorities and general capabilities.  86% of teachers indicated strong to high confidence in embedding future focused learning into stage programs.
At least 60% of students meet grade PLAN benchmarks as effective assessment practices are utilised to develop informed teaching and learning programs.	\$15,248 was expended to support this target. Funds provided executive with 3 days of "Agile Sprints—Leadership for School Improvement" training as well as for releasing teachers for collaborate stage planning.  Beginning teacher funds of \$40,646 supported 6 early career teachers by providing additional time to program, assess and enter PLAN data. These funds	On average, 65% of students were achieving targeted grade cluster markers. Teaching programs contained evidence that all teachers were using PLAN data to program differentiated learning based on student needs.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 60% of students meet grade PLAN benchmarks as effective assessment practices are utilised to develop informed teaching and learning programs.	also supported course attendance and additional mentoring time.	On average, 65% of students were achieving targeted grade cluster markers. Teaching programs contained evidence that all teachers were using PLAN data to program differentiated learning based on student needs.
Increase in student and teacher satisfaction as a result of collaboration in the teaching and learning process.	The above funds were also utilised for this targeted area.	Survey results indicated an improvement in collaboration from 7.2 from 2016 to 8.1 out of a rating to 10 with the most significant factor being the sharing of teaching ideas and planning.

## Next Steps

TTFM student survey results showed the the need to provide greater immediate feedback to students. Strategies to achieve this goal using technology such as "plickers", will be explored, trialed and shared among teachers. Parents will be encouraged to develop a greater understanding of the curriculum and how to assist their child in learning. 3 way interviews will be initiated and communication re student progress will be shared via apps such as SeeSaw. Teachers will begin filming and uploading videos to demonstrate the teaching of various skills to promote and support parents as educational partners.

A large component of teacher professional learning for 2018 will focus on becoming familiar with the new literacy and numeracy progressions. Teachers will assess and map student progress against this framework. Teachers will further experiment with Google Classroom and be mentored in using an ever developing range of educational apps to support teaching and learning.

For teaching staff, ongoing professional growth will be a focus to gain and maintain accreditation. Teachers will measure their status against all 7 elements of the Teaching Standards Framework. They will record and respond to their professional learning experiences. All teachers with specific knowledge and skills will undertake a leadership role in mentoring colleagues through the Quality Teaching Successful Students (QTSS) initiative.



## Strategic Direction 3

### Community Engagement

#### Purpose

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

#### Overall summary of progress

Parents attended Community Cafe meetings and special school events. At the cafe' meetings parents contributed to policy development relating to extreme weather and the use of mobile phones at school. Parent representatives also assisted the school in self assessment against the school excellence framework. Their suggestions for improvement were included in the 2018–2020 school plan. Better communication was made with parents using Skoolbag app.

The P&C president presented two hour sessions on school development days regarding staff wellbeing. An outside service provider engaged all teachers in 5 hours of professional learning regarding the management of students with autism spectrum disorder. A refugee support officer presented at two staff meetings to share his knowledge and experience in supporting students with trauma. One sight vision assessed every child's sight and offered free prescriptions to students whose sight problems had previously been undetected.

The school initiated a weekly playgroup where 23 preschool children were enrolled. The 18 parents of these children engaged with rostered staff to run play, literature and craft sessions. It is hoped that the links made between these parents and the school will continue with active involvement in the P&C and further school initiatives. The school sought sponsorship from local businesses to support a fundraising venture. Families and 12 business partners raised \$12,000 to purchase a class set of mini laptops. The school initiated a "Lego Building Competition" between 4 local primary schools. All of these new connections strengthened the school's engagement with its community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase of at least 10% in attendance (each year) at the community café where parents are supportive of and contribute to learning, cultural sharing, friendship, communications and linkages with support agencies and the outside community.	<p>\$5,125 was spent to replace teachers presenting at parent information sessions and hosting weekly preschool playgroup sessions.</p> <p>\$380 was used for hospitality in providing morning and afternoon refreshments for parents attending the Community Cafe and Principals Award assemblies.</p> <p>\$195 was expended to purchase toys and resources for the preschool playgroup.</p>	56 parents attended cafe meetings over the year. However, many of these were the same parents. The most attended meetings were those regarding information relating to NAPLAN where 23 parents attended over 2 sessions. The next most popular meetings related to policy development and a meeting with local council representatives regarding traffic issues around the school.
At least 50% of families utilise social media that supports an accessible communication platform for information sharing between all school and community.	<p>Skoolbag has now become an ongoing cost of \$1,133 per yearly subscription.</p> <p>School website cost is \$440 per year.</p>	Skoolbag is highly popular with parents and widely used to immediately deliver important information. The school's website has an ever increasing number of site visits.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in parent and school community satisfaction in relation to effective communication.	Costs relating to this goal have been outlined above.	Through the TTFM survey analysis, there was an increase regarding parent satisfaction in relation to communication from 6.3 out of 10 (2016) to 7.1 (2017).

## Next Steps

The school will continue to improve its service to the community via communication with the introduction of an electronic newsletter that will be sent via email to all families. A future goal will be to include links to videos re student learning and events. The school website will also begin to feature an ever increasing collection of videos where staff explain specific teaching strategies and show how parents can support students in key learning areas.

SeeSaw will also be trialed to capture and send to parents, video footage of their child engaged in learning. 3 way interviews will be introduced to further engage parents in their child's education.

The community cafe will be trialed in afternoon sessions in an attempt to attract more parents who arrive early at school to pick up their children. The preschool playgroup will continue to involve future parents and their children in our school. Preschoolers will attend special events such as participating in the Easter Hat parade and a library borrowing session.

Last year, parents were encouraged to provide feedback to the school through the TTFM survey. This was advertised in school newsletters and at P&C meetings. Further to this, 80 parents were personally approached to provide feedback and given a link to the website. However, the response was quite poor. To provide greater convenience, in 2018, the school intends to have staff and school leaders approaching willing parents on site with iPads already preloaded with the survey.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p><b>\$7,824</b></p> <p>\$6,000 was expected to employ a School Learning Support Officer (SLSO) for 2.5 hours per week to assist aboriginal students requiring learning and social support.</p> <p>\$1,025 was spent on teacher relief to construct personalised learning plans in consultation with parents.</p> <p>The remaining funds covered costs for resources and student assistance.</p>	<p>The SLSO provided one on one learning support for prioritised students in class as well as playground support to manage emotional and social needs. Students who were targeted for guidance on the playground were more settled in returning to the classroom and their learning.</p> <p>All Aboriginal students were supported by strong individualised learning plans.</p> <p>In NAPLAN, year 5 students demonstrated growth from Year 3 with 75% above national minimum standard in reading, writing and numeracy. 25% of these students gained Band 8 in reading.</p>
<p><b>English language proficiency</b></p>	<p><b>\$29,114</b></p> <p>\$20,500 covered the cost of an additional EAL/D teacher for one day per week.</p> <p>The remaining amount paid for an SLSO for 3 hours per week.</p>	<p>The use of funds in providing additional specialist teachers ensured the school was resourced with 2 full time EAL/D teachers.</p> <p>Support was provided to students with the most needs in terms of English language acquisition. The greatest level of support was used in the areas of vocabulary, comprehension and writing.</p> <p>NESB students showed improvement in moving through progressions and in NAPLAN, Year 3 NESB students were above the state average in reading, numeracy, grammar and punctuation. This group was below state in writing and this will be a focus for improvement in 2018.</p> <p>For Year 5 students, 75% showed greater than or equal to expected growth from Year 3 in reading and 76% improvement in numeracy.</p>
<p><b>Low level adjustment for disability</b></p>	<p><b>\$38,072</b></p> <p>\$35,870 was allocated to employ an additional teacher 1.5 days per week and \$3,000 for additional SLSO time to support students with learning difficulties and/or monitoring and supporting their behaviour in the classroom or during social interaction.</p>	<p>Additional Learning and Support Teachers (LaST) provided greater time with prioritised students to teach and revisit vital literacy and numeracy skills and concepts.</p> <p>The additional LaST were funded to undertake 5 hours of professional development to learn how to manage students with autism spectrum disorder who present with challenging behaviours. The strategies learnt assisted staff to support students in regulating and taking ownership of their behaviour. This also allowed for teachers to spend more time providing explicit instruction to the class rather than managing behaviour issues.</p>
<p><b>Socio-economic background</b></p>	<p><b>\$33,582</b></p> <p>\$30,682 was expended largely to elevate a classroom teacher to an acting assistant principal</p>	<p>As a result, each stage had an assistant principal who was better able to support a significantly reduced number of students requiring wellbeing planning and behavioural intervention. A greater number of executive staff were able to provide immediate</p>

<p><b>Socio-economic background</b></p>	<p>who was charged with the responsibility to lead a stage team and provide additional support to teachers and students with high needs.</p> <p>The remaining funds were used to provide financial support to needy families through a student assistance budget.</p>	<p>response to concerning issues and communicate more effectively with students and parents.</p> <p>Student assistance funds subsidised or funded costs for students such as uniforms, lunches, educational resources and excursions.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>\$40,646</b></p> <p>\$40,646 of funding was expended to employ a casual teacher 1 day per week. This allocation provided additional release and a reduction in responsibilities to support 6 beginning teachers in their first two years of full time teaching. It also allowed time for mentoring for those in their first year of entitlement.</p> <p>The remaining funds were used to supplement professional learning for these teachers.</p>	<p>Three teachers benefited from this funding source across the year with another two teachers coming into the program in Semester two.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	158	167	194	202
Girls	145	170	198	203

Student enrolments have grown steadily since 2014 with the development of the new housing estate. The school currently has 17 classes and is expected to continue to grow in 2018.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	93.3	93.8	91.7
1	94.1	91.5	93.1	92.2
2	94.2	92.9	94.4	92.4
3	93.3	93.9	93.5	92.3
4	94.2	93.5	93.4	91
5	93.2	93.2	92.2	90.9
6	94.8	93.8	90.8	90.3
All Years	94	93.1	93.1	91.6
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

A drop in attendance has been noted over the past 4 years with the highest absences recorded in Years 5 and 6. With a large percentage of families from backgrounds other than English, many absences are a result of overseas holidays to the home country to visit sick or aging relatives or to attend religious or cultural events. Attempts have been made to discourage holidays during school terms through newsletter items and conversations, particularly for absences that will

extend beyond a month.

In other instances, attendance is habitual for a small percentage of students who are regularly absent or late to school. For these students, attendance is closely monitored and parents are notified of concerns through a formal letter. Parents with students who have an attendance rate of less than 85% are requested to attend a meeting to develop an attendance improvement plan. For continued irregular attendance, a home school liaison officer is informed and further meetings are arranged to discuss concerns and solutions with parents. In 2018, further strategies will be developed in an attempt to improve attendance including, implementation of a positive behaviour for learning program, greater variety of leisure activities and friendship activities during lunch, additional support for students and students being recognised and rewarded for 100% attendance each week.

### Class sizes

Class	Total
K_1B	22
KS	20
KG	20
KE	21
1_2H	22
1W	22
1L	23
2E	23
2_3P	24
2L	24
3W	28
3_4O	28
4K	28
4_5_6_M	27
5_6S	27
5_6R	27
5_6C	26

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	15.69
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	1.8
School Counsellor	0
School Administration & Support Staff	3.07
Other Positions	0

\*Full Time Equivalent

The school's workforce has no teachers from an Aboriginal or Torres Strait Island background.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

Many teachers attended external courses and network meetings outside the school and working hours. 100% of teachers undertook learning through on-line learning modules. A large percentage of training related to student wellbeing. 5 hours of training related to managing challenging behaviours and a further 3 hours

was devoted to supporting students with trauma related issues. A positive behaviour for learning program was introduced to the school and staff researched best practice and developed a program to specifically support the students at Glenfield.

All teachers were engaged in "Agile Sprints" where teachers examined and trialed research based best practice strategies to lift student learning and engagement. Learning intentions, success criteria and timely, effective feedback to students were further developed and refined. Teachers also became more familiar with the importance of teaching competencies that will equip students as 21st century learners. Within each key learning area, teachers are modelling, guiding and creating opportunities for students to learn and demonstrate communication, collaboration, critical thinking and creativity.

The school leadership team engaged in training to better support them in their role in relation to leading for school improvement.

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

This year has seen 3 teacher complete the accreditation process with another 4 teachers working towards accreditation at proficient level. Some of these teachers have been engaged in a temporary appointment. Others teachers will be supported next year through beginning teachers funding as part of the Strong Start, Great Teachers initiative. 5 new scheme teachers are maintaining accreditation. All teaching staff will be required to maintain accreditation within their career level in the domains of professional knowledge, practice and engagement from 2018.

## Financial information (for schools 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 (\$)
<b>Opening Balance</b>	180,838
<b>Revenue</b>	3,430,091
Appropriation	3,302,494
Sale of Goods and Services	10,038
Grants and Contributions	115,099
Gain and Loss	0
Other Revenue	0
Investment Income	2,459
<b>Expenses</b>	-3,398,024
Recurrent Expenses	-3,398,024
Employee Related	-3,105,769
Operating Expenses	-292,254
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	32,067
<b>Balance Carried Forward</b>	212,904

The management of school finance is undertaken by the principal and the school administration manager at finance planning and monitoring meetings. A school budget was established in Term 1 to best support the school plan and cover staffing, educational program delivery, the use of equity funds, operational, administrative and site projected maintenance costs. This information is shared with staff and tabled at a P&C meeting.

The school had committed savings over the past few years for a capital works project that was expended in 2017 with the construction of a sports court.

As indicated in the annual financial statement, at the conclusion of 2017, the school rolled over \$180,838. However, an undetected error was made shortly after transitioning to the new Department of Education's finance system where a figure of \$38,060 was credited to the school rather than debited. This error has recently been discovered and the school will be debited \$76,120 from the opening balance.

Remaining rollover funds will be used to employ an additional part time teacher to support students and to purchase laptops for classroom use.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,717,040
Base Per Capita	59,908
Base Location	0
Other Base	2,657,132
<b>Equity Total</b>	372,684
Equity Aboriginal	7,824
Equity Socio economic	33,582
Equity Language	211,947
Equity Disability	119,331
<b>Targeted Total</b>	14,966
<b>Other Total</b>	72,331
<b>Grand Total</b>	3,177,022

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.

### Year 3 Literacy

In aspects of reading, the school performed above the state average with 53% of students placed in the top two proficiency bands. Only 6% of students were identified as not meeting national standards. Students were particularly strong in interpreting the meaning of vocabulary and in inferring the key ideas and purpose of texts.

In spelling, the school once again was well above the state norm and there was little difference between boys and girls. 65% of students were placed in the top two proficiency bands. There were no aspects in which the cohort was significantly under performing. The strength in literacy continued into grammar and punctuation with boys results comparable to girls. 57% of students were placed in the top two highest bands. In order to further improve in this area, greater emphasis should be placed on correctly using contractions and "a" and "an" as a reference to an item.

In aspects of writing, boys outperformed girls which dropped the overall school result to just below the state average. Focus areas for 2018 will concentrate on constructing persuasive texts and using more technical and persuasive language to engage and convince the reader. The school was stronger than the state in paragraphing and using a variety of conjunctions and connectives to construct cohesive sentences.

### Year 5 Literacy

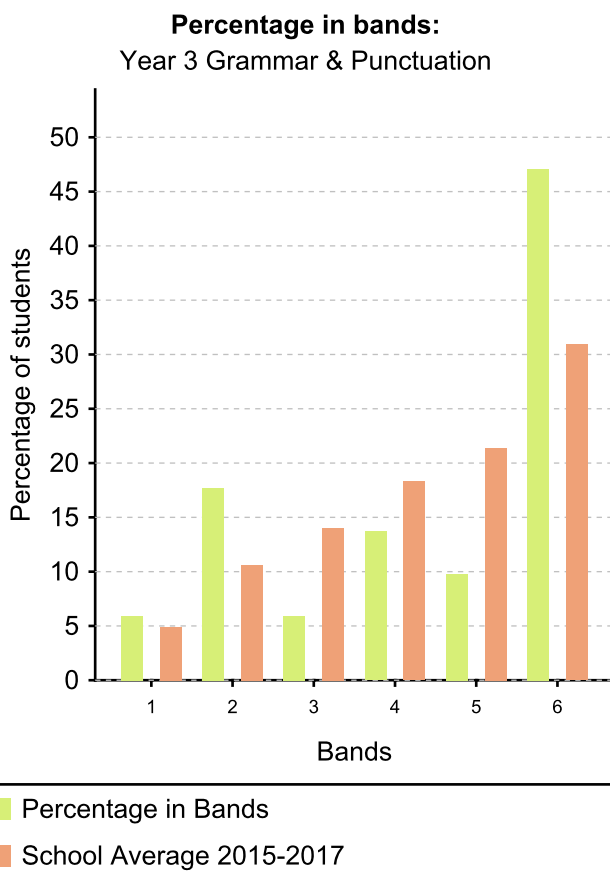
In Year 5 reading, results were below state average. 38% of students attained Bands 7 and 8 and girls were stronger than boys. However, there was a considerable improvement noted for this cohort in comparison to the 2015 NAPLAN results. Following intensive data analysis, the school will focus on teaching students strategies and providing opportunities for them to interpret the meaning of vocabulary and make inferences.

Spelling continues to be a strength across the school with 44% of Year 5 students attaining Band 7 or 8. Students were particularly skilled in identifying spelling errors and correctly spelling plurals. Girls performed better than boys.

In grammar and punctuation, girls performed significantly higher than the state, particularly in using apostrophes and identifying the subject of a sentence. Areas for improvement, mainly for boys, include the correct use of tense, commas in a list, recognising

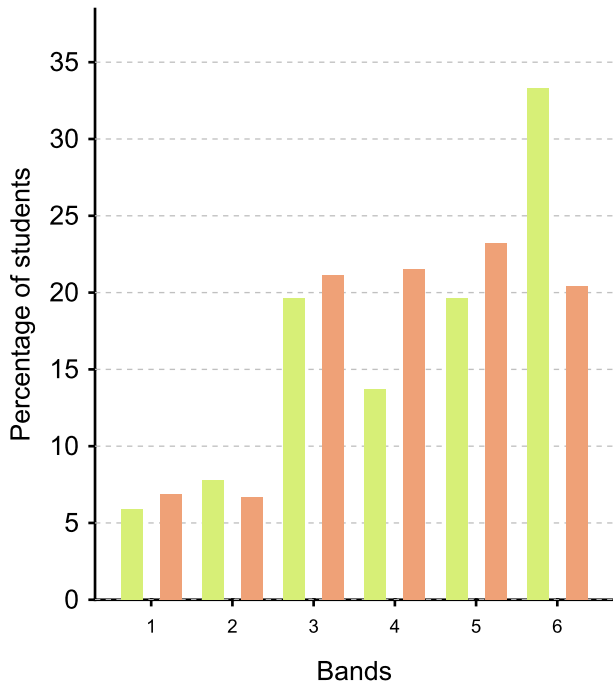
correct sentence connectives and identifying direct and reported speech.

In writing, girls were above the state. However, Year 5 boys were significantly below the state. The combination of the two sets of results reduced the overall school result to below state. Areas of strength included the strong use of vocabulary and some technical words. 13% of students spelled difficult words accurately as opposed to the state average of 6%. Boys education strategies will be developed to better engage them in writing with a focus on structuring texts and developing ideas, using language choices to engage and influence the reader.

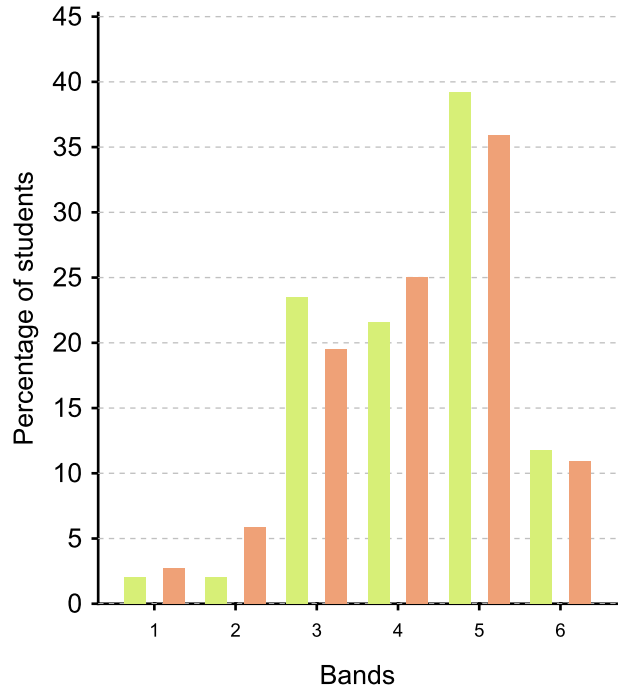




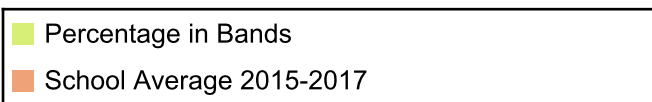
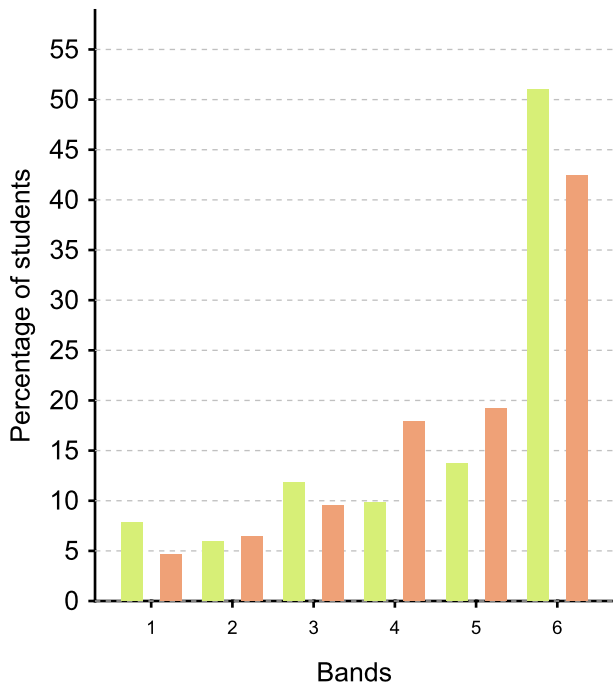
**Percentage in bands:**  
Year 3 Reading



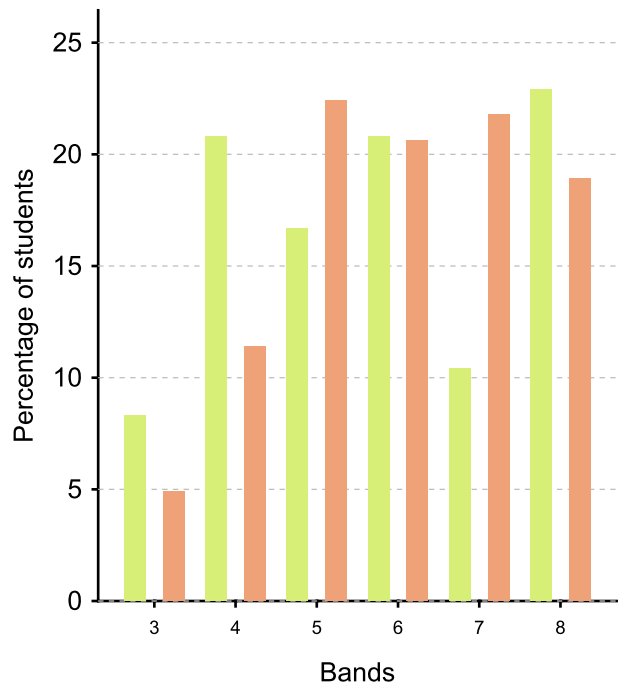
**Percentage in bands:**  
Year 3 Writing



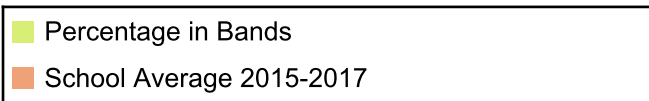
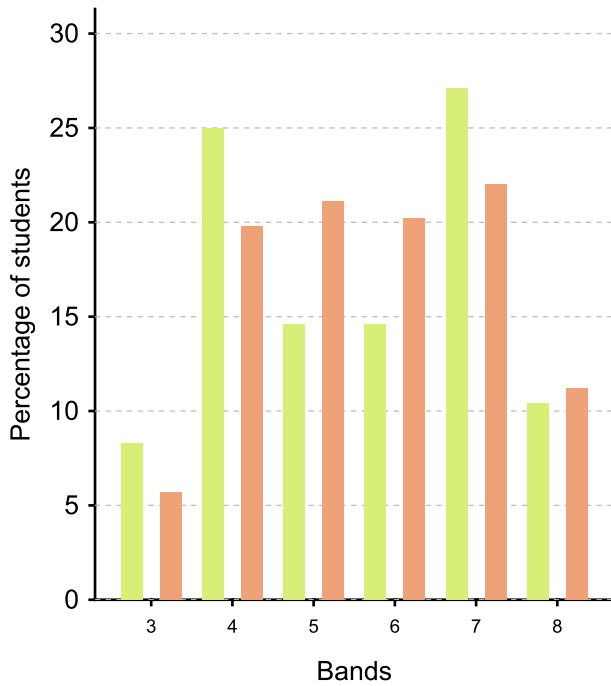
**Percentage in bands:**  
Year 3 Spelling



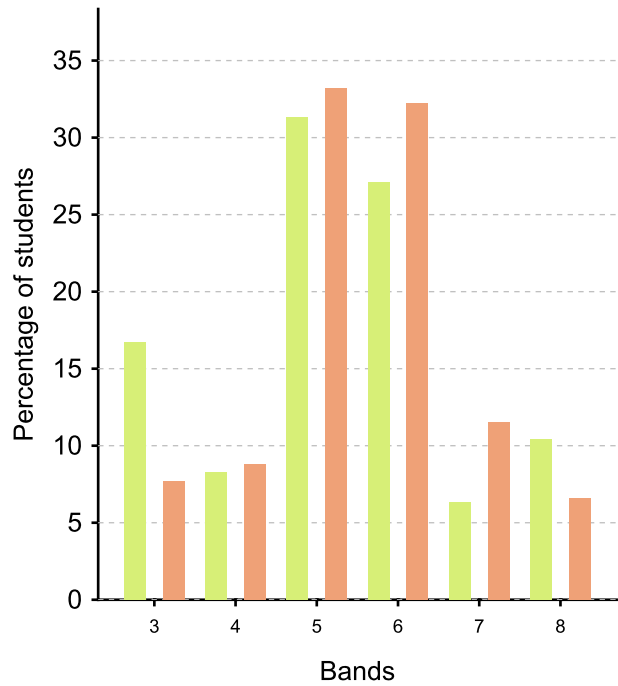
**Percentage in bands:**  
Year 5 Grammar & Punctuation



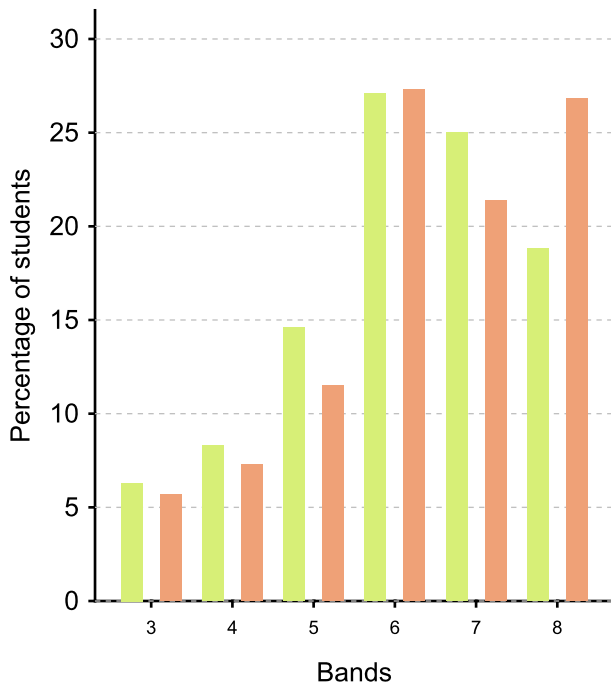
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



**Year 3 Numeracy**

Overall, 41% of students achieved a placement in the top two proficiency bands and only 6% were below the national minimum standard. Students performed better in aspects of number, patterns and algebra. In these areas, their results were above state with boys performing slightly better than girls. Students were particularly skilled in strategies to solve problems relating to addition and division. However, further attention needs to be given to place value and relating numerical value to written words. In data, measurement, space and geometry the results differed greatly between boys and girls. Boys performed well above the state as opposed to girls who were significantly below. Girls found questions relating to mass, capacity and the comparison of 3D models, challenging.

**Year 5 Numeracy**

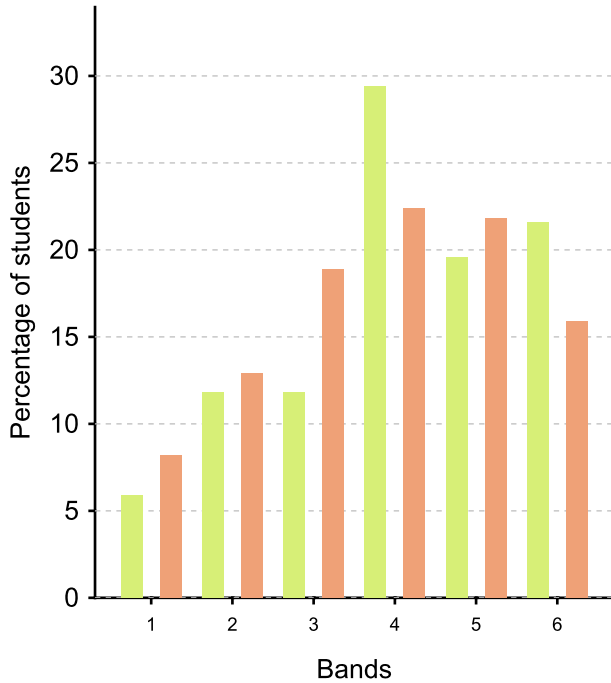
34% of students were proficient with more students in the top two bands than the state average. This was also an improvement from 2016 where only 21.7% attained Bands 7 or 8. 11% of students were considered to be below national minimum standard. Students obtained results close to similar school groups in number, patterns and algebra where boys performed better than girls. Solving multi-step problems involving addition, subtraction and multiplication of decimals was seen to be a strength. However, as for Year 3, results in other areas within numeracy were below the average. The same trend is appearing as seen by Year 3 results where, in data, measurement, space and geometry, results differed greatly between boys and girls. Girls were significantly below boys and require development in comparing features of 3D objects, calculating time in multi-step problems, graphing data,

using directional language, determining probability and measuring capacity. These areas will be a focus for improvement in 2018 where more explicit teaching, practical tasks and problem solving will be planned, implemented and reassessed at a stage and whole school level.

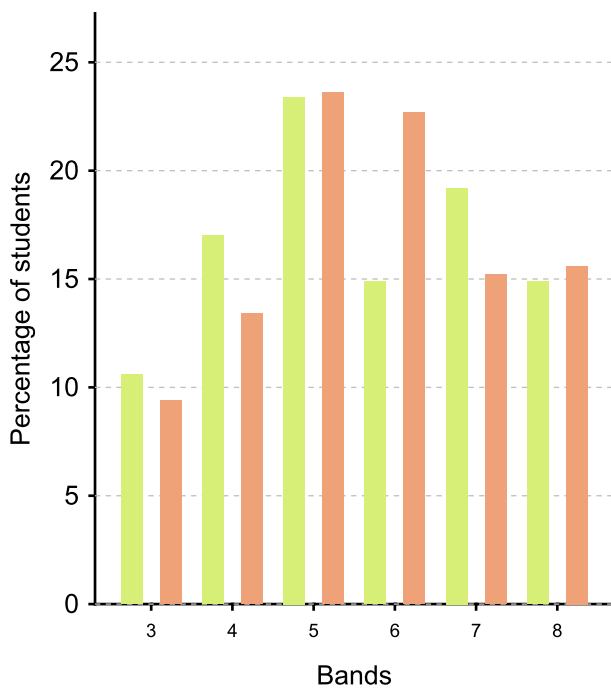
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The premier set a state wide target in 2014 to increase the number of students in the top 2 NAPLAN bands by 8% in 2019 for literacy and numeracy. At this school, for Year 3, this target is to reach 49.68% in overall literacy and 34.6% in numeracy. In 2017, the school was well above this target by attaining 56.5% in literacy and 41% in numeracy. For Year 5 the premier's target is to reach 43.2% in overall literacy and 39.9% in numeracy. In 2017, the school attained 33% in literacy and 34% in numeracy.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

A number of discussions and surveys were conducted over the year to obtain the opinions and suggestions from parents, students and teachers through both internal and external measures.

Parents felt welcome in an inclusive school where learning is strongly supported and where they are well informed. In these areas the results were more positive than the state norm. However, parent reviews were lower than expected relating to the school supporting positive behaviour and parents supporting learning at home. Suggestions included more opportunities for parent involvement including parents running traditional dance classes, more regular interviews with teachers, especially for kindergarten parents. A school FaceBook page, SeeSaw, a revamped community cafe' and more extra curricula activities including chess and coding clubs for students were also suggested along with a Kindergarten /Stage 3 buddy to alleviate anxieties of younger students and elevate responsibilities of senior students. Parents felt that by increasing electronic communication would allow for greater accessibility and parental engagement. Another suggestion related to setting higher expectations for uniform compliance.

Students were mainly positive in terms of their social and emotional outcomes with 91% valuing school. However, students gave a 6.9/10 rating for students understanding clear rules and expectations for classroom behaviour. 83% of students believed they tried hard to succeed whilst only 75% felt interested and motivated. 45% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category is 53%. 31% of students were confident of their skills but did not find classes challenging. The norm for this category is 26%. Only 3% of students use a school computer or other technical device on a daily basis whilst 52% might access technology at school, once or twice a week. 32% of students rarely use computer or tablet devices at home. Most students felt learning time was used effectively and the content was relevant. Positive student teacher relationships and expectations for success was rated highly. However, only 78% of students aspired to attending university.

Teachers evaluated the school in terms of the eight drivers for student learning as outlined by CESE through the Tell Them From Me survey. The school aligned to the state norm in learning culture, collaboration, teaching strategies, parent involvement and data informing practice. Ratings in leadership grew from 5.9 in 2016 to 7.6 in 2017. School leadership strategies will continue to be a priority to sustain and further improve with newly relieving assistant principals. Teachers felt technology across the school was in significant need of expansion and utilisation to better support teaching, learning and assessment practices. This aspect was rated as 5.6 in comparison to the state government norm of 6.7. This view is consistent between staff, parents and students and is of great concern given that ICT is a vital part of education and

21st century capabilities. It was felt that a number of students lack necessary keyboard skills and efficiency in manipulating devices to support their learning and to enable them to effectively participate in future on-line NAPLAN assessments. The work undertaken in other aspects of future focussed learning was rated quite highly. In relation to teaching and student learning, staff felt the school was strong in support from executive and office, organisation of events, differentiating programs/ learning activities and support programs. 89.4% of teachers were supportive of the 4/5/6 enrichment class. 94.1% of teachers were confident in using the learning continuums, using PLAN data and implementing "Sprints" to improve student learning outcomes. 83.3% felt stage planning time was valuable in collaboratively developing programs and discussing students needs. 100% of staff felt the EAL/D programs were highly effective. Areas identified for future focus include retraining teachers in numeracy intervention programs such as TEN and TOWN the targeted early numeracy program, improving library programs and the sharing of support programs with class teachers as well as providing students with greater opportunities for parent/ teacher /student interviews.

## Policy requirements

### Aboriginal education

3.9% of students at Glenfield are Aboriginal. The school supports these students through individualised learning pathways. Teachers develop personal educational plans that set goals in relation to each student's learning needs and interests. Parents are encouraged to contribute to these plans each semester. School student attendance and academic performance is closely monitored. In relation to external academic achievement, in NAPLAN testing, 66% of Year 3 students attained at or above national minimum standard in numeracy and 100% achieved the same in reading and writing. In Year 5, 75% of Aboriginal students achieved Band 3 or higher in reading numeracy and writing with one student achieving Band 8 in reading. Aboriginal perspectives are integrated throughout all key learning areas as the school promotes Aboriginal culture and history. Aboriginal students take great pride in delivering the Acknowledgement of Country at all assemblies and contributed to Aboriginal artworks which are now displayed across the school.

### Multicultural and anti-racism education

83% of the students are from a non-English speaking background. Our successful multicultural programs cater for students from approximately 40 different language backgrounds. 2017 has been a highly successful year. Once again we celebrated Harmony Day, the theme being "Strength in Harmony", where students participated in many activities, highlighting our commitment towards cultural inclusivity. A feature of the day was the Harmony Day Stall run by our P and C. As our student population increases so too do the number of students from non English speaking backgrounds. The school's EAL/D allocation has

increased to two fulltime EAL/D for 2018. These teachers support students in developing English skills in oral interaction, reading and writing to better access the curriculum.