

Glenhaven Public School

Annual Report



2017



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Introduction

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

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

Kerry Maxwell

Principal

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Message from the Principal

School partnership based on mutual trust and respect is the cornerstone of the success of Glenhaven Public School. Coupled with the acceptance that education of our children is a shared responsibility, we all continue to build a quality learning environment. As a school community we continue to strengthen our educational structures and routines increasing the level of engagement by all. Our community provides a rich source of information and expertise which can only strengthen our school. Working together with our educational community, our school continues to maintain a strong focus on meeting the needs of all students and maximizing every student's potential, both academically and socially. Students had the opportunity to participate in a number educational programs and activities across academic, sporting and cultural areas.

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

School background

School vision statement

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

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

School context

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

Glenhaven Public School has a current enrollment of 443 students. Our diverse community includes students from different cultural backgrounds. Approximately 11% of our students are from a non-English speaking background and 1% Indigenous background. The school's core values are Respect, Responsibility and Personal Best.

In 2017, the school formed 18 classes including four Stage 3 classes, four Stage 2 classes, 2 multi stage classes, four Stage 1 and 4 Kindergarten classes.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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.

An evaluation of the School's Excellence Framework was conducted by the staff of Glenhaven Public School. Many areas of the framework were also incorporated into the School Evaluation Survey.

In the domain of Learning, our focus has continued on curriculum and learning, assessment and reporting as well as well-being of students. Positive Behaviour for Learning continued to be implemented and consolidated throughout the year. The aim this year was to ensure that both staff and the community had a clear understanding of the structures in place as well as the aims of this initiative. Lessons were continually taught throughout the year and the newsletter used as a major communication tool for the sharing of information. The whole-school approach to well-being that clearly defines behavioural expectations and creates positive teaching and learning environment has resulted in improved behaviours but, most importantly consistency across all ages and areas of the playground. Further plans for this program include the introduction of this system into the classroom as well as more formal signage across the school.

Individualised instruction and differentiation were highlighted and developed throughout the year. Individualised learning plans were collected accompanied by explicit evidence to support these evaluations. Folders have been developed to support the ongoing monitoring of these students in need. A deeper level of sharing this knowledge throughout the grades has ensured a continuum of evidence and successful strategies that have been implemented. A need for

consistent teacher judgement of student abilities was identified resulting in a shift of focus to whole staff evaluations of students' placement on the Literacy and Numeracy continuum as well as a sharing of effective teaching and learning strategies.

The school completed its final stages of the 21st Century project which dealt with both ICT implementation and student self-regulation. Students were introduced to new structures such as Google Classroom and connecting with local high schools using Skype. The aim for students' to take a more active part in their own learning continues to be developed.

A shift towards Formative Assessment measures has been introduced successfully through a series of high impact professional learning activities. This focus away from only summative assessment has proven to be beneficial not just as an assessment tool but as a guide for future teaching and learning activities. Whole school data collection has continued through the year with a future focus being on how this data can be used effectively for quality student engagement and teaching practice.

In the domain of Teaching, the school continued with the major focus on writing. An Instructional Leader was utilised for the continued development and implementation of the Seven Steps to Writing Success program, which included team teaching and group withdrawal. This year a whole school improvement program was developed where student-writing samples were collated and specific areas of need identified. After a series of detailed and explicit teaching of these identified areas were complete, student samples were again collected and evaluated against a consistent rubric to measure growth. In school improvement measures have highlighted the success of this initiative.

Teaching and learning programs have been a focus throughout the year ensuring that evidence is available to show that teachers routinely review previous content and preview the learning planned for students in class. A need for continued feedback to students has been highlighted as a method to evaluate the effectiveness of teachers' own practice. Data skills analysis in an area that has been identified as needing further professional development to ensure that teacher skills in the analysis, interpretation and use of student performance data drive future teaching and learning experiences. Future directions in school planning are based on the collection of various data and this is shared with the community through Information Sessions.

A focus on collaboration has again been implemented to ensure consistency of curriculum delivery, including strategies for differentiation and clear evidence of individualised instruction. The school continues to identify expertise within its staff and use this to further develop its professional learning community. This has resulted in team teaching occurring through the school in the area of STEM lesson introduction. The completion of Performance and Development plans to map out individual teacher's professional goals has ensured that staff are actively engaged in planning their own professional development to improve their performance. Teachers continue to work together to improve teaching and learning in their stages or for particular student groups. Processes are in place to provide formal mentoring or coaching to improve teaching practice, especially in regards to Beginning Teaching programs.

A whole school approach to a deeper understanding of the Australian Professional Standards has been conducted with all staff providing an evidence folder to explicitly indicate their ability to incorporate these standards into teaching and learning instruction. As part of the accreditation processes staff are committed to their ongoing development as members of the teaching profession.

In the domain of Leading, the school has utilised its QTSS allocation to provide support for variety of initiatives throughout the school and releasing executives to further develop leadership skills. This also includes the provision of support for the development of skills for the successful operation of administrative systems. The school is committed to the development of leadership skills in staff and students. In regards to staff, although there are opportunities for this development they are rarely embraced. Further initiatives are to be developed to highlight the skills required in this area to ensure those with these aspirations are equipped to fulfil the requirements. The school leadership team communicates clearly about the school priorities and practices however, this in an area that needs to be developed further with more visible goals provided.

Parent engagement has been a major focus throughout the year, which has resulted in a series of Information Nights, Working Bees and a staff run Trivia Night. Community engagement has resulted in a variety of sponsorship of representative uniforms, movie nights and successful application for financial grants for ground improvements. The school community is positive about educational provision where there is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

The school's financial and physical resources are well maintained with the improvement of school grounds being strongly supported by the school P and C. Physical learning spaces are used and technology is accessible to staff and students. This has been supplemented by the purchase of further iPads and Laptops and well as the introduction of Computer classes as a whole school program.

Opportunities have been provided for students and the community to provide constructive feedback on school practices and procedures through a variety of surveys. This valuable feedback will form the basis of the school new 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 high quality 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 differentiated learning that develops creative and self-directed learners.

Purpose

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

Overall summary of progress

PBL has continued to be implemented and monitored through school based mechanisms with a detailed survey conducted at the conclusion of 2017 to support the next stages of implementation. STEM has been introduced into the classroom through instructional leadership with team teaching being conducted during Term 4, 2017. Personalised Learning and Support Plan's for students with identified needs continued to be developed, monitored and adjusted with evidence being gathered for NCCD and transitions into future classes and grades.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students, which measurably improves individual and collective well-being with playground referrals reduced by 50% and the introduction of Positive Behaviour for Learning.	There was no fund expended in this area due to training being conducted in the previous year. School expectation signs have not been ordered yet and will form part of the 2018 budget and school plan.	School wide expectations have been consolidated throughout the year with all staff implementing the "All setting and playground" lessons. Parent Survey feedback will support further directions with the a decision being made that the school does not need a specific logo. Relevant staff will complete the third day of training in Tier 1 Universal Prevention School Wide Systems.
The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.	Professional Learning \$3000 \$1500 Resources 7 Steps for Writing Success STEM Action PLAN \$2250 QTSS (Instructional Leader) \$18000	Professional learning was conducted in regards to 7 Steps to Writing Success to maintain the program and keep staff updated on new resources. Writing enrichment classes were held each week involving selected students. A writing improvement program was developed and conducted throughout the year involving specific lessons being taught including a writing assessment task at the beginning and at the end of the program to show and map student growth. Staff now also have a clearer understanding of the NAPLAN writing criteria. Staff and students embraced the teaching and learning experiences involved in STEM lessons. The school successfully applied to be part of the State Action Plan for STEM leading this whole school initiative in 2018.

Next Steps

PBL will continue to be implemented and streamlined in response to the parent and community survey results. High levels of communication of the program will be implemented through regular newsletter information and a 'fortnightly

focus' to be introduced. The school has successfully applied to be involved in a state wide STEM Action Plan Project with a community of schools from the Far North Coast. This will result in a whole school approach to teaching and learning using STEM and eventually Project Based Learning. Student tracking and reporting through the use of PLAN and internal assessment measures will continue to be developed and shared more explicitly with parents and students.

Strategic Direction 2

Quality teacher and leader learning.

Purpose

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

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

Overall summary of progress

Teaching and learning programs now reflect a deeper understanding of differentiation and accommodations and adjustments to cater for all students' needs through work sample collections, stage and school discussion and example sharing. All staff have provided evidence of a thorough understanding of the Australian Professional Standards. Staff programs are beginning to demonstrate Formative Assessment strategies. Performance and Development Plan's for teaching staff were completed including class observations and self-reviews. Completion of the 3 year project with neighbouring schools and Dr Kylie Shaw of Creative and Critical Thinking focussing of Self-Regulation and the integration of Technology into class practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff reflecting on pedagogical practice and modifying teaching in reflection of student learning. Staff taking risks in teaching and continually striving for excellence.	\$6500 grant through Leadership Development Initiative – Lead.	Formative Assessment strategies have been introduced to all staff through a series of in-depth professional learning afternoons where methods were shared and highlighted. This has enabled an open and honest collegial discussion as how to assess and what can be improved in this area by implementing different strategies to move students forward in their differentiated learning.
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.		<p>Australian Standards were addressed through stage meetings and professional development sessions with evidence of understanding being collated in folders throughout the year after collegial discussions .</p> <p>Data collection was maintained consisting of PLAN, reading benchmarking, stage mathematics tests, writing improvement measures and PAT. Student growth was monitored with students not reaching appropriate levels being addressed through learning and support initiatives.</p> <p>Student evidence folders developed and were extremely explicit with all data and folders being rolled over to next years teacher for successful transitioning.</p>

Next Steps

Visible learning, effective feedback and Formative Assessment will be incorporated into future directions of 2018 and beyond. Performance and Development Plans will be more rigorous enabling staff to develop a thorough understanding of why this plan is important and how it can be used to further develop their skills and capabilities. These will also be valuable for NESA accreditation scheme.

Strategic Direction 3

Quality community partnerships and engagement

Purpose

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

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

Overall summary of progress

Regular information sessions were held throughout the year with minimal attendance from parents. Key personnel continued to develop expertise in many areas of LMBR including the building of knowledge in the new interim EFPT tool. Community partnerships continue to be strengthened including sponsorship for the school's sporting teams and the successful application for the 'Community Building Partnership' grant through Castle Hill Electorate. Community events continued to be conducted including, Trivia Night run by staff and very productive Working Bees to enhance the school grounds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Purposeful and productive partnerships with local community and businesses to maximise whole school learning and opportunities.	\$2500 Professional Learning budget.	STEM Action Mentoring program involving community of schools from Tweed district provided guidance and support on how to implement STEM and project-based learning content and pedagogies into the classroom. Successful attendance at Action Schools Professional Conference. Student involvement in Dural Network GATs initiative continued to provide students with a variety of extension activities. Information sessions were held throughout the year with lower than anticipated attendance.
Improved resources and access to resources through the partnerships developed within the community.	\$75000 (P&C Funded work) \$5591 (Grounds Maintenance) \$3683 (Donated by Jersey sponsors)	School initiated grounds improvement programs resulted in several major projects being completed. The back oval was totally returfed with tiered cement seating being constructed through P and C support. Two Working Bees were held by the school where areas across the school were addressed including replanting gardens, a citrus grove and in ground watering systems being put in place. Sponsorship from community businesses has resulted in new sports uniforms being purchased for PSSA teams.

Next Steps

Financial rollover and aspects of RAM and management procedures are shared with staff with collegial discussions in regards to planned expenditure. A budgeting committee will be formed with allocations and spread sheets for spending utilised heavily. Information nights/afternoons will continue with attendance being monitored. The aim will be to increase parent attendance and strengthen home-school partnerships. The school will endeavour to increase parent and community support and engagement in all area's of school life including working bees, curriculum information

sessions, P&C attendance and events and general assistance to run school based programs that support the ongoing development of each individual child.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2614	Funding received assisted the school in closing the gap between indigenous students and non-indigenous students through the implementation of support programs into regular classroom routines. SLSO's were employed to assist with programs targeted in the area of Literacy such as Spelling Mastery and MultiLit.
Low level adjustment for disability	\$24007	The Learning Support Team implemented programs for students who require additional support such as Rip It Up Reading, Spelling Mastery and MultiLit. Funding also provided the LAST time to engage more directly with students and staff to identify specific learning needs and implement appropriate adjustments to classroom programs to improve student outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	205	206	203	223
Girls	215	216	216	214

Student enrolments continued to rise due to the large growth in surrounding areas including a noted increase in families with children moving into the local area with more properties being placed on the market.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	92.8	96	96.4
1	96.5	94.9	95.7	95.3
2	95.7	95.3	94.3	95.4
3	96.3	96.6	96.2	94.1
4	95.7	93.8	96	94.8
5	95.6	94.7	95.4	95
6	95.4	95.3	95.5	94.9
All Years	95.9	94.8	95.6	95.2
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 non-attendance is monitored regularly by all Assistant Principals with formal reports printed in 5-weekly intervals. Students who have been 'flagged' as having a low attendance for our school have been placed on informal programs in consultation with the HSLO.

HSLO visited the school to discuss areas of non-attendance flagged by DoE protocols. Student

attendance due to planned holidays as well as continued late arrivals continues to be an area of concern and is monitored and published regularly in the school newsletter.

Class sizes

Class	Total
K YELLOW	19
K RED	19
K GREEN	20
K BLUE	20
1 GREEN	23
1 YELLOW	26
1 RED	23
2 RED	25
2 GREEN	25
3 RED	31
3 GREEN	30
4 RED	27
4 GREEN	28
5 GREEN	25
5 YELLOW	27
5 RED	25
6 RED	23
6 GREEN	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.87
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

*Full Time Equivalent

No staff members identify as Aboriginal 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	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff have undertaken professional learning aligned to the school strategic directions throughout 2017. This included sessions in STEM, Formative Assessment, School Excellence Framework, What Works Best and DoE mandatory training. The majority of these sessions were held in school where staff expertise was shared amongst colleagues to encourage and develop further collaborative practice. Staff that attended outside professional learning sessions then shared this information with staff such as Coding and Technology in the Classroom. One Assistant Principal travelled to Tasmania to take part in a Visible Learning conference with this then being implemented at the later part of the 2018–2020 School Plan. All pre–2004 staff completed evidentiary requirements to be classified as 'proficient' under the NESA accreditation scheme. Two beginning teachers successfully completed the formal accreditation process and portfolio to also be classified as 'proficient' under the NESA accreditation scheme.

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	124,659
Revenue	3,680,489
Appropriation	3,183,078
Sale of Goods and Services	16,917
Grants and Contributions	477,249
Gain and Loss	0
Other Revenue	0
Investment Income	3,245
Expenses	-3,473,775
Recurrent Expenses	-3,473,775
Employee Related	-2,944,414
Operating Expenses	-529,361
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	206,714
Balance Carried Forward	331,373

With the implementation of new financial structure and processes, the school is still looking at ways to ensure an accurate and clear reflection of the school's financial position be obtained at regular intervals throughout the year which will in turn support future spending and initiatives.

Employee related expenses (staff absences) continues to be a large area of over spending, exceeding allocation, and will require future budgeting to cater for this. Accommodating leave and illness for teaching staff is an area that is regularly discussed at executive levels of the DoE and the school looks forward to changes in this area.

The school restricted spending during the completion of 2017 school year to ensure budgeting allocation for future focussed initiatives could be implemented during 2018 and beyond. Spending in the areas of STEM, Formative Assessment, Technology and 'hands-on' support in classrooms will be a major focus in the schools next three year plan.

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	2,894,755
Base Per Capita	64,034
Base Location	0
Other Base	2,830,721
Equity Total	86,377
Equity Aboriginal	2,614
Equity Socio economic	8,969
Equity Language	0
Equity Disability	74,794
Targeted Total	18,963
Other Total	46,890
Grand Total	3,046,985

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.

In the area of Literacy, 74.6% of Year 5 students achieved greater than or equal to expected growth in reading compared to 51.9% in 2015. 59% of our Year 3 students achieved in the top 2 bands in grammar and punctuation for the 3rd year in succession.

In the area of Numeracy, 67.2% of Year 5 students achieved greater than or equal to expected growth in Numeracy compared to 55.6% in 2015. 51% of our Year 3 students also achieved in the top 2 bands in Numeracy.

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.

Parent/caregiver, student, teacher satisfaction

Glenhaven Public School enjoys a climate of positive change or shift in school culture. During times of change, our community support the schools drive for continuing and challenging academic opportunities and the expansion of educational challenges for all students.

Full School Survey

The school conducted a survey to assess parent and community satisfaction with a total of 117 people completing the survey. An impressive 98% of people supported the schools vision statement in developing future directions of Glenhaven Public School. Approximately 85% of respondents also agreed that the school provides the opportunity for them to engage in a wide range of school-related activities to help build the school as a cohesive educational community.

The school has recently implemented a voluntary technology levy and it is impressive that 84% of parents either strongly agree or agree that technology to support learning is available to be integrated into lessons by teachers readily. Our school P&C has also introduced a voluntary levy which has been largely attributed to playground rejuvenation projects through the school this year. Over 98% of parents agreed on a continued focus of rejuvenating the remaining areas of school grounds yet to be addressed during 2018 and beyond.

During 2017, the teaching staff commenced the process of undertaking a whole school pedagogical shift in teaching practice to implement Formative Assessment strategies in all classrooms. This is a project that will be maintained over the coming three years and beyond. This is obviously an area of need in our school context as identified through the school survey. Among all very positive results, only 54% of parents agreed that students were given a clear understanding of how to improve their school work while only 63% agreed the teachers provide explicit and timely feedback supporting improved student learning. This is an area that will be addressed and improved in the next natural progression of teaching practice by implementing Formative Assessment strategies in all classrooms K–6 as well as a variety of feedback structures and shared learning goals.

It was encouraging to see that nearly 80% of parents felt that well-planned teaching is taking place so that all students can engage in productive learning, with minimal disruption. Student reports being comprehensive and providing clear, detailed and specific information about individualised growth was supported by 70% of parents.

Well-being initiatives received 90% of support along with positive respectful relationships being evident across the school. It was pleasing to note that 93% of parents felt the school set high expectations for their students.

Unfortunately, despite repeated requests for parents to use our school email system and website to keep up to date with current events and the most recent information 27% of parents still do not access the school website regularly. The school is already in the process of modifying and altering the school website to ensure it is up to date and looking into systems that will deliver information to parents directly rather than them needing to navigate to the school website.

A series of questions was also put forward in regards to school based programs and initiatives. In regards to Positive Behaviour for Learning (PBL) over 85% of parents were aware of the school's 3 values. Information sessions remain very valued with 96% of the community wishing to see these continued in the next few years. The Australian Pledge being incorporated into the school assemblies was supported by over 85% of our community. The structure of party day was raised with results indicating a near split decision. As a result the school will further discuss and investigate future plans around this special day.

As a result of staff requests a question was asked in regards to the schools annual dance concert being moved to a bi-annual event. It was put forward that by changing the current structure of the annual concert, the school could allow for other performing arts areas to be further developed and to give the major contributors to the concert an opportunity to maintain enthusiasm and direction for such a wonderful program. The community responded in a very close manner with 55% preferring every year and 45% every second year. This result attributed to 8 responses difference which was a big change from the 2013 survey where 90% of parents preferred every year. As a result of this and the fact that the entire staff expressed that they wanted the concert to be held every second year it was decided that the Glenhaven Public School concert will be held every second year with the next concert being held in 2019. It was communicated through email and the school's newsletter that teachers and school expectations and initiatives had increased tremendously over the last few years and this would allow for staff to focus on student outcomes and curriculum changes and targets.

Overall, the parents are very satisfied with how the school is being run and the achievements of their children. Glenhaven is truly a cohesive community with true parent and community satisfaction.

"Tell Them From Me" Survey Student Engagement.

Student engagement is "a disposition towards learning, working with others and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes and the psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement and intellectual engagement. Engagement and learning go hand in hand and needs to be considered as an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

This survey was completed by students in years 4–6. In regards to social–emotional outcomes 66% of students in the school had a high rate of participation in extra–curricular activities compared to the NSW norm of 55%. At Glenhaven 87% of students had a high sense of belonging with the NSW norm being 81%. In the school 94% of students had positive relationships compared to NSW norm of 85%. Nearly all students believed that education will benefit them personally and will have a strong bearing on their future. A total of 18% of students stated that they were victims of moderate to severe bullying compared to NSW norm of 36%.

80% of students felt that they had someone at school who consistently provided encouragement and could be turned to for advice and 87% felt that teachers were responsive to their needs. Nearly 75% of students felt that there were clear rules and expectation in the classroom in regards to behaviour. Nearly 92% of students surveyed felt that the school staff emphasises academic skills and held high expectations for all students to succeed. In regards to demographic factors 95% of students were born in Australia with 6% being of Aboriginal origin.

Students were asked a series of multiple choice questions. In regards to a variety of activities presented to them they were asked what they had participated in. A total of 79% responded with music and 31% sport. When asked if they felt good about their culture whilst at school 78% strongly agreed with 11% disagreeing. When asked about whether they expected to go to university after they completed high school 80% agreed or strongly agreed with 7% strongly disagreeing or disagreeing.

It was disappointing to note that only 67% of students had a positive homework behaviour with the NSW norm being 63%. A large 97% of students felt that they consistently displayed positive behaviour which was above the NSW norm of 82%. It should be noted that only 74% of students declared themselves to be motivated and interested in their learning which was lower than the NSW norm of 78%.

In regards to effective learning time, relevance and rigour 83% of students felt that these were effectively addressed in the classroom.

Student engagement will continue to be a major focus in the school's next three year plan with a variety of new teaching strategies being implemented to address the diverse range of learning needs and styles. Emphasis will also be placed on students being actively involved in their learning including the introduction of student learning goals.

Policy requirements

Aboriginal education

Indigenous cultures and perspectives were incorporated into teaching programs of all stages at different points throughout the year. This includes the 21st Century, Creative and Critical Thinking projects

conducted by all stages.

Multicultural and anti-racism education

Multicultural and anti-racism education is incorporated into classroom programs. Classroom teachers identify and understand the cultural implications of the children in their class and aim to include these perspectives into their teaching and learning activities.

Other school programs

FORMATIVE ASSESSMENT

As part of the Department of Education – High Performance Unit, one of the school's Assistant Principals, Mrs Tanya Sundfeld participated in the Leadership Development Initiative. This Initiative was designed to develop current leaders and build their leadership capacity by preparing them for the next step in their career progression by having them begin the process of accreditation at a higher level. Participants were required to implement a whole school project that was evidence-based and directly impacted students learning and achievement of outcomes.

Based on analysis of school needs it was collaboratively decided that Formative Assessment be implemented throughout the school. As leader of the project, she attended numerous conferences learning about Formative Assessment – its benefits to student learning and achievement of outcomes and the different strategies that teachers can implement to move students forward in their learning.

After attending these conferences, Mrs Sundfeld visited schools who were already well underway in their Formative Assessment journey to see what it looked like in the classroom and hear from Principals and Teachers as to their successes and challenges.

After these conferences and school visits she then lead Teacher Professional Learning sessions for staff, introducing them to Formative Assessment theory and practices. Teachers analysed the "why" of Formative Assessment (its importance) and the "how" of implementing the different strategies (what it looks like in practice).

The next step in our journey is to implement Teacher Learning Communities so that Formative Assessment strategies become embedded in our everyday practices. Teachers will work together in small groups to delve further into the strategies and continue to unpack the "why" and "how".

GIFTED AND TALENTED EDUCATION

Gifted and talented students can be found in all communities regardless of their cultural or economic backgrounds. It is vital for gifted and talented students to be given appropriate opportunity, stimulation and the experiences to develop their potential and enrich their learning needs. G&T students at Glenhaven Public

School are encouraged to explore their particular talents through enriched curriculum options and programs.

This year a total of 26 students were involved in the **STANSW Young Scientist Awards** with two of our students placing equal first in the Models and Inventions Category.

Tournament of Minds is a problem-solving program for teams of students. They are required to work collaboratively to solve demanding, open-ended challenges working within predefined parameters such as limited materials and complex challenge criteria. Throughout the challenge students' develop time management skills and foster divergent and creative thinking. Our school entered two teams this year into the Tournament of Minds challenge with our Language and Literature team receiving Honours.

Our school has continued to foster a supportive partnership with Castle Hill High School. This year they have continued to support our students who have been identified as working at least two years above their grade level in Mathematics. One of our Year 6 students completed the Year 9 enrichment mathematics program 5.3 achieving outstanding results.

Our school also has a strong involvement in the **Hills G&T Network**, which provides ongoing professional development for staff and as well as programs for gifted and talented students. This year we entered two of our students in the Young Inventors Competition with one of our students receiving third place. The students work was displayed in a public forum at Castle Towers for a week during Education Week.

The **Shine Awards** is a local initiative supported by Castle Hill RSL Group and Castle Towers that acknowledges and recognises the achievements of youth in the hills district. The program recognises students from both primary and secondary schools who excel across a range of categories including academic, sport, music and arts, leadership and community service. This year our school nominated a Year 6 student in the academic category. This student was awarded the overall winner of the Primary School Academic category as well as the Primary School Overall Shining Star receiving an educational scholarship to further his academic success. The judges were extremely impressed with his comprehensive list of achievements across a broad range of areas.

Selected students from Years 1–6 are offered the opportunity to attend **G.A.T.E.WAYS workshops** in a range of different curriculum areas each term. The workshops provide programs which incorporate recommended practice for gifted learners including faster pace, a greater level of complexity, a focus on higher order thinking skills, and content in advance of chronological grade level. By being involved in this program, our Gifted and Talented students are also provided with the opportunity to mix with like-minded peers from neighbouring schools and to form rewarding friendships that further foster their interests, social skills and self-esteem.

This year Glenhaven Public School embraced the introduction of **STEM** based learning opportunities for all students from K–6. STEM is the integration of Science, Technology, Engineering, and Mathematics in an active environment that focuses on student-centered learning. We believe that STEM provides our students with the necessary skills for today's ever-changing world. In our role as educators, we need to keep abreast of changes and keep moving with the time as we equip our students with the necessary skills to be 21st Century learners. Our job is to create compelling learning environments that foster a life-long love of learning for our students, and prepare them to be high school, university, career, and life ready.

Professional development in the area of STEM education for all staff has commenced with five of our teachers attending a STEM conference on the far North Coast as part of our schools' successful application in a STEM Mentoring Program. STEM education allows our students to become **self-directed learners where they can monitor and adjust their approaches to learning. Students work collaboratively with their peers on open-ended challenges and are** encouraged to take responsibility for their planning, self-assessing, monitoring and reflection.

Further Professional Learning for all staff will be developed and in the forefront as our school moves towards the successful implementation of a fully embedded whole school STEM program in 2018 as part of our strategic directions.

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

In 2017 we successfully launched PBL within Glenhaven Public School. The school agreed to our expectations of Respect, Responsibility and Personal Best. The smiley awards and Super Effort awards (our previous award system) were aligned to the new expectations of the school and implemented. Students are awarded frequent smiley awards which contribute points for their school sports house. These points are tallied towards the House Cup presented at Presentation Day.

Consequences were also introduced for students, once the explicit lessons were taught on the expected behaviours indifferent areas of the playground – all aligned to Respect, Responsibility and Personal Best. There were two levels of consequences – yellow cards designed to be a warning for minor infractions and red cards for more serious behaviours or repeated minor offences.

Since the introduction of PBL there have been reduced incidences of low level incidences with staff being consistent in the language and expectations across the school.

Prior to implementation the school held a PBL Parent Information Session, where we had a small percentage of parents in attendance. To ensure that we are communicating to the community in regards to this program, we have also included information within the

areas that were being taught with the explicit expectations for those areas and advising the results of the smiley awards in house colours each fortnight.

A community survey was completed at the conclusion of the 2017 school year to gauge community understanding. The school received 111 respondents. The results of this survey indicated that 65% of children received smiley awards throughout the year, with a further 31% reported that they didn't know if their child/ren received any of these awards. A total of 95% of parents reported that their child/ren had received super efforts throughout 2017. Nearly 86% of parents surveyed understood that a yellow card is handed out as a warning that expectations are not being met with over 70% of parents reported that their child had either not had a yellow card or didn't know if their child received one. Over 82% of parents reported that their child had not received a red card or weren't sure if their child/ren had received a red card. Of those receiving a red card, the students were aware of appropriate behaviours to display in the same situation again.

Only 58% of parents understood correctly the consequences of a red card with another 10% that were mostly correct in their understanding of consequences. This will be an area that will be further clarified in future communication. Again only 57% of parents were able to identify behaviours that can lead to a yellow card with 25% being somewhat correct in their understanding. Of the 111 parents who responded to the survey, 45% felt that their child had an excellent understanding of the behaviour expectations of the school, 32% felt that their child had a moderate understanding and 22% felt that their child had a sound understanding. Only one parent reported that their child had a minimal understanding and one parent reported that their child doesn't understand any of the behaviour expectations to be successful in the playground. The school will be revisiting the lessons previously taught and introducing fortnightly focuses to ensure this percentage increases as this is critical to the success of the program.

Parents were also asked to comment on ways that the school could support parents to understand more about the processes involved in the Positive Behaviour for Learning program. Continued information to be provided especially in regards to regular newsletter updates or emails was a common response in nearly 80% of replies. As a result of this the school will be introducing a regular "focus" on expectations in the newsletter as well as developing a PBL page on the school's website with all relevant information for parents to reference. Some changes to the red cards will be made to allow for parents to discuss incidences with the appropriate teacher. The school will also ensure that the program is promoted and integral components clarified to ensure it is seen as a positive one and not a behavioural one.

Moving forward into 2018, lessons will be revised and retaught, to ensure that all students will be successful in the playground. Signs will be ordered and displayed around the school to support student success. Data will continue to be monitored with problem areas or behaviours identified. The school will be investigating

the process and procedures for implementing PBL into classrooms ready for 2019.