

# Glenroi Heights Public School

## Annual Report



2017



4020

## Introduction

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

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

Mrs Elizabeth Beasley on behalf of School Executive who have completed the report.

Relieving Principal

### School contact details

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## School background

### School vision statement

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

### School context

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

Staff collaborated to identify the processes and practices we were currently implementing to address the three domains in the School Excellence Framework. This feedback and reflection guided us in formulating the 2018–2020 School Plan and strategic directions.

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

Highly skilled professional staff

### Purpose

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

### Overall summary of progress

Targeted professional learning has ensured growth and development of all staff. Whole school PL has been focused on SCOPE, a pedagogy of learning focusing on thinking. Individual staff professional goals have been addressed through the PDP process. As a result, student learning has shown improvement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in trend data over five years for academic assessment, attendance and behaviour	RAM Equity Disability funds RAM Equity Aboriginal funds RAM Equity Socio Economic funds	PLAN and NAPLAN data has shown an improvement in Reading and Comprehension. Maths has shown a steady increase in Number, Patterns and Algebra, and a marginal increase in Data, Measurement and Geometry. PBL data shows a reduction in negative incidences in all settings. Attendance data continues to be an area for improvement.
Differentiated practices, programs and delivery in every classroom through explicit teaching and learning, feedback, professional dialogue and teaching observations.	RAM Equity Disability funds RAM Equity Aboriginal funds RAM Equity Socio Economic funds	The Instructional Leader model has ensured in-classroom support and targeted professional learning to differentiate programs and provide authentic feedback to staff which has improved student learning.
2016 Instructional rounds process begun		Not started. SCOPE and other professional learning will guide this process for the future.
All beginner teachers accredited by end of 2015.	Beginning Teacher Funds	Three early career teachers are now accredited at the Proficient level. School processes are in place to support beginning teachers in achieving their accreditation.
Accreditation process in place for accomplishment and leadership for identified staff.	Professional Learning funds Operational funds	Through the PDP process, staff identified their intention to seek accreditation at higher levels. Professional learning was provided to support this process.
Further focused LST identification to meet learning and behavioural needs	RAM Equity Disability funds RAM Equity Aboriginal funds RAM Equity Socio Economic funds	The Learning and Support Team processes were successful in providing timely and effective targeted support for learning and behavioural needs.

## Next Steps

The next steps for this strategic direction is continued professional learning focused on improving student outcomes through effective data analysis (internal and external), implementing of learning progression and using PLAN2 to track and monitor individual student learning. The PDP process will be used to further target professional learning needs of individual teachers.



## Strategic Direction 2

A whole school focus on every student as a learner

### Purpose

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

### Overall summary of progress

Effective data analysis has ensured targeted support for student learning, behaviour and attendance. Interventions have been planned from this data and tiered supports implemented to address learning challenges. PLPs are embedded in school processes and reflect knowledge of individual student's learning needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students  Observation and formative trend data over five years of  –Student learning  –Attendance  –Behaviour	RAM Equity Disability funds  RAM Equity Aboriginal funds  RAM Equity Socio Economic funds	Data such as PLAN and NAPLAN reflects that student learning has shown improvement in several content areas. Our PBL data also reflects some improvement in student behaviour. Negative incidents decreased significantly. Improving student attendance will continue to be a focus for our school.
Teachers  Observation of the learner leading to feedback for Tier One, Two and Three planning and implementation, embedded practice within the school by 2017.	RAM Equity Disability funds  RAM Equity Aboriginal funds  RAM Equity Socio Economic funds	The Instructional Leader model ensures differentiation for whole classes, and tiered support for student with additional learning needs.
Teachers  PLP processes reflect individual knowledge of every student.	RAM Equity Disability funds  RAM Equity Aboriginal funds  RAM Equity Socio Economic funds	PLPs have been held twice per year for every student and involve families, student and teacher. Targeted goals are set and reflect individual knowledge of every student.
Teachers  Professional dialogue reflects giving and accepting professional feedback.	RAM Equity Disability funds  RAM Equity Aboriginal funds  RAM Equity Socio Economic funds	Collaborative stage planning has allowed professional dialogue and feedback processes to effectively occur leading to gains in student learning.

## Next Steps

The next steps are to continue to deepen our knowledge of a range of data sources to inform student learning. Learning progressions and recording student progress on PLAN2 will be a priority area. Feedback processes to students will be refined through instructional leader coaching and SCOPE training.



### Strategic Direction 3

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

#### Purpose

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

#### Overall summary of progress

The school connects positively with the community through a strength-based approach to engage families in the learning of their children. We work effectively with a range of community services to provide ongoing support for families. Several structures are in place to engage with families such as PLPs, IEPs, SACC, Parents as Tutors and school community events such as NAIDOC and the school production.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collect data for all activities with the community to ensure increased community participation. Continue to collect data twice each year over five years.	RAM Equity Aboriginal funds  RAM Equity Socio Economic funds	Observation data revealed an increase in community participation at whole school events such as the Easter Hat parade and NAIDOC fete. The Parents as Tutors program allowed 6 parents to graduate and work effectively in classrooms.
Survey parents regarding parent/community practices and adapt future directions to meet needs		To be addressed in 2018.
95% PLP attendance rates by end of 2016	RAM Equity Aboriginal funds  RAM Equity Socio Economic funds	Increased PLP attendance. Some classes had 100% attendance.
95% IEP attendance rates by the end of 2016	RAM Equity Aboriginal funds  RAM Equity Socio Economic funds	Attendance at IEP meetings was above 95%.

## Next Steps

The next steps are to ensure school based processes are embedded to encourage community participation. This includes termly yarn ups, continuation of Parents as Tutors and for school community to complete the "Tell them from me" survey to guide school decision-making.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Equity Aboriginal funds	<p>All students had PLPs or IEPs with learning targets from the syllabuses and the Literacy and Numeracy continuums collaboratively developed to inform learning. Parent engagement in the school continues to be successful as evidenced by the increasing numbers participating in school activities such as Yarn Ups, Parents as Tutors, SaCC, meet the teacher and school activities</p> <p>SWAY (Sounds, Words, Aboriginal Language and Yarning) has been implemented in Early Stage One enhancing quality teaching practice and achievement of learning outcomes. It is focussed on early language acquisition and promoting rich talk within the classroom.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funds  RAM Equity Socio Economic funds	<p>Instructional Leaders are responsible for facilitating team planning within all stages including Support classes. They work closely with teachers, School Learning and Support Officers (SLSO), within classrooms to implement and embed quality teaching practice to meet the needs of individual learners. Student learning is improved through:</p> <ul style="list-style-type: none"> <li>• team teaching</li> <li>• modelling lessons</li> <li>• observations</li> <li>• authentic feedback to improve practice</li> <li>• assessments and data analysis</li> <li>• targeted Tier 2 and Tier 3 Interventions</li> <li>• professional learning for all staff</li> </ul> <p>As a result, there is a collaborative and consistent approach to team planning with targeted interventions based on student data and educational research. Internal and external data is showing strong value-added results and increased engagement in learning for students at GHPS.</p>
<b>Leadership</b>	Professional Learning funds  RAM Equity Socio Economic funds	<p>Providing leadership opportunities for staff has been a priority at Glenroi Heights Public School for many years. The executive team look for opportunities for all staff to develop leadership skills and to grow aspiring executive. This continues to be a strategic direction of GHPS. Innovative processes such as Instructional Leadership mentoring, ART of Leadership and staff leading pre2 networks support leadership opportunities.</p> <p>Stronger Smarter Yarn– up Groups (student led) and Parents as Tutors in collaboration with Schools As Community Centre (SACC) have optimised the leadership potential of</p>

<b>Leadership</b>	Professional Learning funds  RAM Equity Socio Economic funds	individuals and empowered them to build skills, knowledge, self-esteem, self-belief and resilience. As a result, GHPS is growing leadership capacity in students, staff and community.
<b>Schools as Community Centre (SaCC)</b>	SaCC funding	<p>Playgroups are run once a week and provide an opportunity for families with children younger than school age to participate in a variety of activities. This year SaCC facilitated three playgroups. Music and cooking was incorporated into each playgroup, with a parent organising and running these.</p> <p>Parents as Tutors is also collaboratively run with the School SaCC facilitator. This is an initiative where parents participate in a 10 week program. After they have graduated from the program they then work effectively in classrooms across the school.</p> <p>A small number of community volunteers (parents from SaCC playgroups that also have students at GHPS) work with students across Stage 2 and 3 in the Kitchen. Students, under the guidance of the teacher and volunteers, participate in engaging and nutritious cooking activities.</p> <p>A small group of parents and community who participate in SaCC initiatives assist with catering opportunities. They cater for a number of meetings and conferences at the school. All money raised is used for projects around the school. The volunteers also assist with running café days where Stage 2 and 3 students prepare a two course meal for community, students and teachers.</p> <p>SaCC also works in collaboration with GHPS Transition and Care West Preschool, which operates out of GHPS, to link families with programs that are running at the school.</p>
<b>Positive Behaviour for Learning (PBL)</b>	RAM Equity Aboriginal funds  RAM Equity Socio Economic funds	<p>The Tier 1 PBL team meets fortnightly and uses data to plan and evaluate the direction of PBL at GHPS. Student behaviour data is used to identify areas for explicit teaching such as:</p> <ul style="list-style-type: none"> <li>• Change</li> <li>• In the playground</li> <li>• Evacuation</li> <li>• Strong, Smart , Proud Learners</li> </ul> <p>Specific students are also identified and referred to the Tier 2 team for further intervention. Targeted staff were trained in PBL Tier 3 and interventions will be implemented in 2018.</p> <p>The PBL team provides on-going support and professional development opportunities for all staff. PBL lessons and processes are taught and followed daily in every classroom</p>

<b>Positive Behaviour for Learning (PBL)</b>	<p>RAM Equity Aboriginal funds</p> <p>RAM Equity Socio Economic funds</p>	<p>and school wide setting, ensuring consistent language and understanding of behaviour expectations. This is supported through resources such as flip charts, school signage, reward systems and behaviour observation slips. Positive and negative behaviour incidences are recorded on SENTRAL.</p>
<b>Stronger Smarter</b>	<p>RAM Equity Aboriginal funds</p> <p>Professional Learning funds</p>	<p>Teachers at Glenroi Heights Public School continue to grow their cultural knowledge through Stronger Smarter Staff meetings, participating in the Stronger Smarter Leadership Program and Culturally Responsive Workshops. Ongoing Professional Development throughout the year allowed us to embed strong class cultures that support the needs of all our students.</p> <p>The Stronger Smarter Learning Framework is delivered across the school with all students participating in cultural learning opportunities. The programs attached to this framework support students in gaining a better understanding of their identities, strengthens student relationships, encourages leadership and community engagement. The continued support of the Stronger Smarter Learning Program allows for students to engage in authentic learning experiences which sees positive learning outcomes achieved in the classrooms.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	124	116	105	112
Girls	92	101	107	97

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.7	90	91.3	89.4
1	87	88	91.4	84.6
2	94.7	90.6	90.9	90.1
3	90.4	91.5	89.9	85.9
4	92.5	89.4	90.7	89.4
5	88.5	89.7	90	82.9
6	88.2	88.5	86.9	92.5
All Years	90.5	89.6	90.2	87.8
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

The school has an attendance team that closely monitors student attendance. Sentral data is analysed each week and there is a fortnightly HSLO meeting to address attendance concerns. The school also runs a range of incentive programs to encourage student attendance including fortnightly attendance rewards, term attendance rewards and yearly attendance rewards.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.82
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.02
Other Positions	0

\*Full Time Equivalent

Currently our school employs three full time teachers who are Aboriginal. We also employ one part time and three full time School Learning Support Officers who are Aboriginal. Approximately 25% of our staffing is identified as Aboriginal.

### 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

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>733,685</b>
Global funds	357,503
Tied funds	844,904
School & community sources	14,161
Interest	7,381
Trust receipts	1,371
Canteen	0
<b>Total Receipts</b>	<b>1,225,320</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	12,090
Excursions	7,079
Extracurricular dissections	52,145
Library	3,725
Training & Development	0
Tied Funds Payments	808,769
Short Term Relief	71,754
Administration & Office	84,822
Canteen Payments	0
Utilities	29,430
Maintenance	26,442
Trust Payments	1,518
Capital Programs	0
<b>Total Payments</b>	<b>1,097,774</b>
<b>Balance carried forward</b>	<b>861,232</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>884,758</b>
Appropriation	867,466
Sale of Goods and Services	1,606
Grants and Contributions	15,492
Gain and Loss	0
Other Revenue	0
Investment Income	194
<b>Expenses</b>	<b>-382,871</b>
Recurrent Expenses	-382,871
Employee Related	-262,089
Operating Expenses	-120,782
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>501,887</b>
<b>Balance Carried Forward</b>	<b>501,887</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

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

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.

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

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,685,586
Base Per Capita	38,839
Base Location	2,570
Other Base	1,644,177
<b>Equity Total</b>	872,139
Equity Aboriginal	195,458
Equity Socio economic	503,109
Equity Language	0
Equity Disability	173,572
<b>Targeted Total</b>	1,268,351
<b>Other Total</b>	386,191
<b>Grand Total</b>	4,212,268

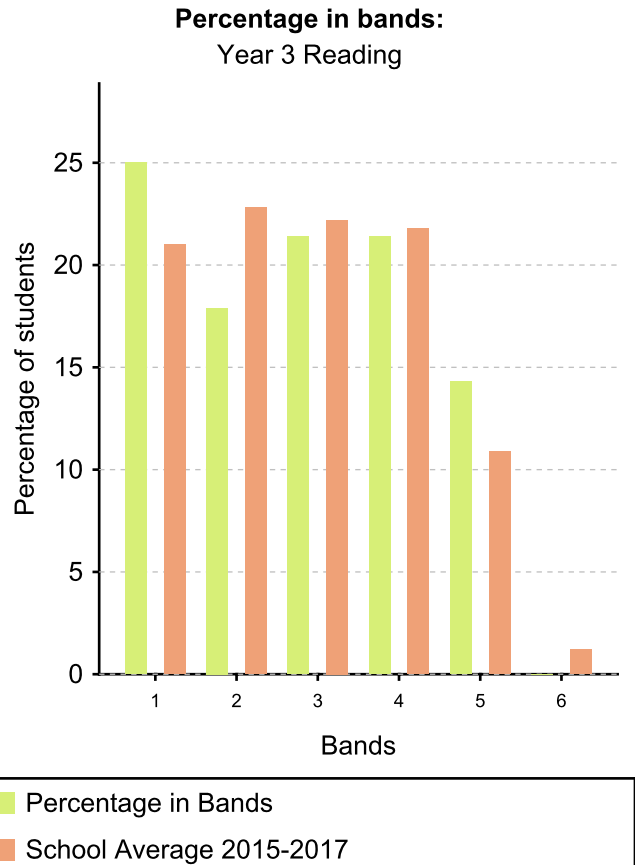
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

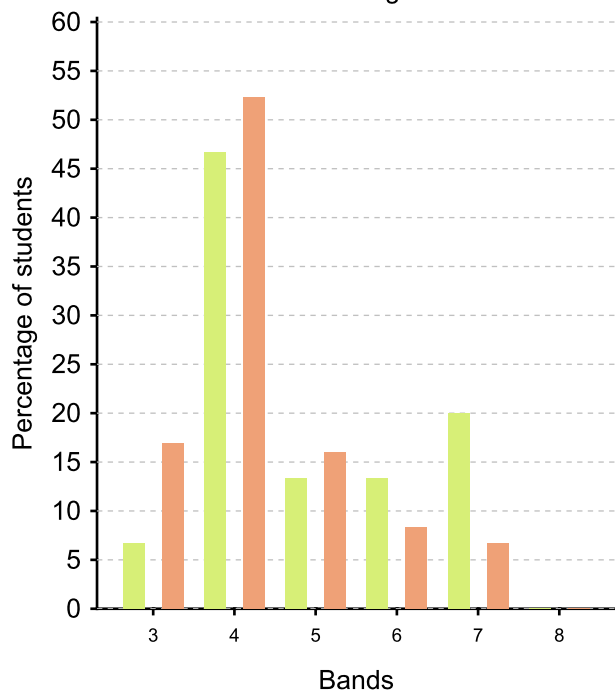
### NAPLAN

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.



Band	1	2	3	4	5	6
Percentage of students	25.0	17.9	21.4	21.4	14.3	0.0
School avg 2015-2017	21.0	22.8	22.2	21.8	10.9	1.2

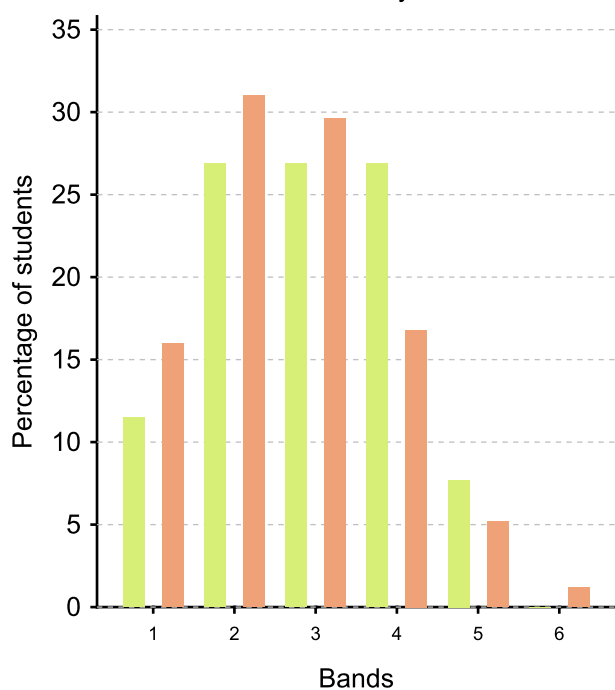
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.7	46.7	13.3	13.3	20.0	0.0
School avg 2015-2017	16.9	52.3	16.0	8.3	6.7	0.0

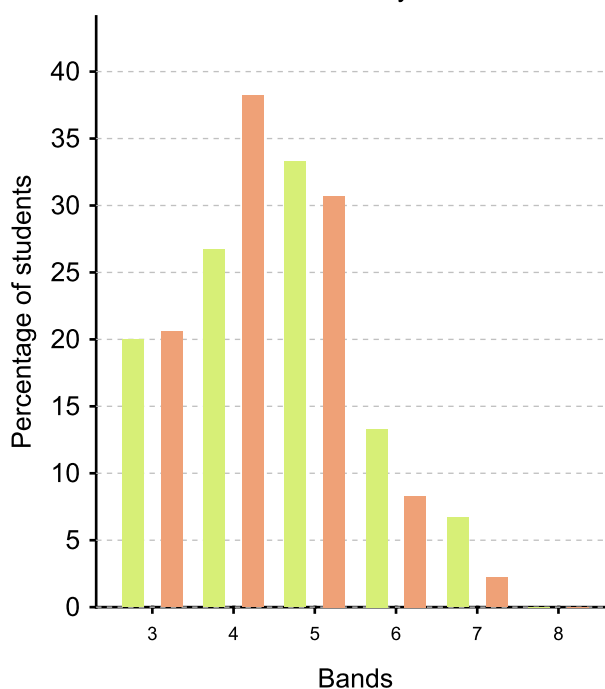
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	11.5	26.9	26.9	26.9	7.7	0.0
School avg 2015-2017	16.0	31.0	29.6	16.8	5.2	1.2

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	20.0	26.7	33.3	13.3	6.7	0.0
School avg 2015-2017	20.6	38.2	30.7	8.3	2.2	0.0



## Parent/caregiver, student, teacher satisfaction

Due to the changes in leadership and staffing, no formal data was collected in regard to parent/caregiver, teacher satisfaction. This will be addressed in 2018.

## Policy requirements

### Aboriginal education

Glenroi Heights Public School recognises the importance of Aboriginal Education. We embed the Stronger Smarter philosophy and learning framework into every aspect of school life. All students participate in cultural learning which support students in gaining a better understanding of their identities, their relationships and their leadership skills. It also assists in the development of stronger links between our community and the school. Glenroi Heights Public School recognises the importance of all students gaining an appreciation of Aboriginal history and culture, and an understanding of contemporary Aboriginal Australia.



### Multicultural and anti-racism education

Awareness of cultural diversity and the important contributions made by Australians from all cultural backgrounds is highlighted in class teaching programs. Multicultural education is incorporated into key learning areas through literacy themes as well as through dance and Creative Arts as well as celebrations throughout the year including Harmony Day.