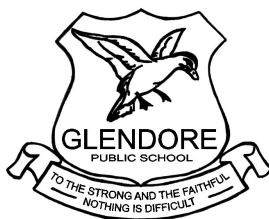


# Glendore Public School

## Annual Report



2017



4620

## Introduction

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

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

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## Message from the Principal

This year was the final year for the implementation of the 2015–2017 Strategic Plan, focusing upon Excellence, Equity and Engagement.

Strategic Direction 1 (Excellence): embraced educational practices across the school in teaching and learning. The school's strong efforts over 2012–2014 and 2015–16 resulted in increasingly high standards in English and Mathematics being delivered. An increased focus on teacher professional learning, via whole school and stage-based strategic development created a culture of professional learning communities (PLCs) in the school. Significant professional learning opportunities were also made available for the whole staff, including the entire teaching staff being developed by three world leaders in PLCs: Professors Helen Timperley, Alma Harris and Michelle Jones. All Stage Three staff were released to write items for the NSW online VALID Science Assessments. Many also acted as markers later in the year when the school became a training venue for K–12 teachers from across the Hunter.

Strategic Direction 2 (Equity): focussed support for all students regardless of background or ability. Equity funds supported the employment of an Aboriginal Education Mentor to develop staff, and better engage students and the school's Indigenous families. The school focused on enhancing cultural partnerships, building cultural competencies into all teaching and learning programs and specifically examined educational outcomes against the Premier's and State Priorities. A number of support programs and initiatives were implemented, with differentiated plans and programs designed to meet the individual learning needs of the students. The school also became a K–12 training venue for admin, teaching and support staff with the rollout of the new school-based NDIS procedures.

Strategic Direction 3 (Engagement): strengthened community partnerships to improve educational opportunities for all. Parents and caregivers were encouraged to engage in their child's learning at home and increasingly at school. A rapidly increasing and dedicated staff ensured 2017's priorities were implemented and that students were supported to cater for their emotional, social and educational wellbeing. The school was opened for many community events, including Easter Hat Parades, ANZAC and Remembrance Day, Mothers' and Fathers' Day, Grandfriend's Day, MGoals and PLP Celebrations, Harmony Day, School Discos, Kindergarten Transition, Creative Arts Evening, K–6 Art Show and many more. This engagement extended into significant community consultation all year via P&C meetings and at each evening event, to gain insights and feed forward into the 2018–2020 School Plan, School Vision and their design. I thank the community for their support, engagement and participation.

Over 2017, many significant changes occurred in the school. The most apparent was the beginning of a massive staffing operation, which saw 4 new permanent classroom teachers, 2 Assistant Principals, a Deputy Principal, 6 School Learning Support Officers, 2 school administration support staff, and 8 temporary teachers merit-selected and appointed to the school. The school's population grew by two classes (60 students) over the year and a significant amount of school and community funds were expended to create a 600–student sized outdoor seating area. By year's end, the air-conditioning of every classroom teaching space was completed across the school. Significant engagement also commenced between the school and Newcastle City Council to initiate much-needed safety improvements to Garawon Place for students to arrive at and depart from the school.

Glendore Public School is committed to improving outcomes for all students. I conclude with my sincere thanks to a wonderful administrative, support and teaching staff team, led by a talented 2017 executive (Simone White, Casey Dunn, Rachean Boyce, Teagan Dosey, Suzanne Rigley and Cassandra Bate-Barnier). You have all worked enthusiastically and tirelessly over the year to enhance opportunities for our students and community. To our parents and caregivers, thank you for embarking on the beginning of the new 3-year journey with us. To our wonderful P&C and P&C Canteen committees and volunteers, and their outgoing 2017 office-bearers (Kari Newham, Michelle Jones, Rebecca Somerville, Lisa Morrison and Sheralee Fisher) – Thank you! Finally, to a wonderful student body, this is a great school. You make it a wonderful place for us to teach and learn in every day.

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

Mr Khalil Khay, Principal (Rel.)

## Message from the school community

Glendore's P & C Committee had a very successful year of fundraising and collaboration in 2017.

The P&C was heavily involved in consultation towards the School Vision and 2018–2020 School Plan for Glendore Public School. Many parents and caregivers were able to gain insights into how the school operated across its academic, artistic, cultural, sporting and wellbeing programs. We also were able to learn from guest speakers at our meetings, including Cyber Safety experts from Police NSW and Futures Focused Learning suppliers.

Our ongoing fundraising goal was to raise enough money to support our school with the installation of air conditioning to all classrooms.

We held all our usual fundraising events such as the Easter Raffle, Hot Cross Bun Drive, Mothers' Day Stall, Fathers' Day Stall, School Disco's, and the Colour Fun Run. In addition to these we held our first school Trivia Night and a Movie Night at Event Cinemas, which were both a great success.

It was a massive year of fundraising for our School and through strong support from our community we were able to present the school with a cheque for \$65,000, which represented the culmination of two years worth of fundraising by a wonderful series of P&C members and executive, and a highly supportive community. Thank you to all of our outgoing executive over 2017 as our new office bearers take the lead.

This was a great year for our school, and how it is perceived in the community. Our school is really starting to grow in stature and reputation. There is a genuine desire for parents and caregivers to send their children to Glendore Public School. This reflects how well our dedicated staff and hard-working P&C have been working collaboratively to help our school become the best learning environment possible for our children.

This year was a fantastic year to be leader of the P&C. I would like to thank all of our wonderful P&C committee and executive members over the past three years, who have dedicated their time, to help realise our long-held goal, *every classroom in the school is now air-conditioned*. I would also like to thank our Principal Mr Khay, for his hard work and dedication in persistently driving the achievement of this for our school. Our school is a fantastic place to be, when you have a leader who leads by example and with integrity.

Finally, best wishes to our new P&C leadership team and the parents of our 575-strong school. Please become involved in the life of our wonderful school.

**Sheralee Fisher**

**2015–2017 P&C President**

## Message from the students

2017 was an exciting year for Glendore Public School students. As school leaders, we enjoyed participating in a range of activities such as: Grandfriend's Day, SportLink and LeaderLink with primary students from across Callaghan, PSSA weekly sport competitions, and a variety of school excursions for each of the stages. There were many more lunchtime and before-school performing arts and STEM activities, including dance, choir, drama, coding and our K–6 Art Show.

In class, we were able to have fun with all of our subject areas and we eagerly participated in the many P&C Fundraisers that were going towards air-conditioning of the school. As leaders of the 2017 School Parliament, we worked with 6 other wonderful leaders as part of the 2017 student leadership team. We coordinated fundraising activities such as *The Mini-Fete* and *Harmony Day*. Students were involved in a range of whole-school activities, such as participating in the Colour Fun Run and recording our fitness for the Premier's Sporting Challenge. We even worked with our parents and caregivers to construct hats for our inaugural Easter Hat Parade.

We were proud to be student leaders of Glendore Public School, working with students, staff, parents and caregivers to make this an even more magnificent school.

**Charlotte Caddies and Zoe Eggins**

**2017 School Captains**



## School background

### School vision statement

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

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

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

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

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

### School context

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

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

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Over Semester Two, 2017, staff provided feedback on each domain of the School Excellence Framework (SEF) and reflected on the implications of each aspect for informing, monitoring and validating Glendore Public School's successes. Teachers identified areas of strength, weakness and areas for future development by reflecting upon the elements within the **Learning, Teaching and Leading** domains. By analysing the SEF data, the information from *The Learning Bar's* surveys and significant 2018–2020 School Plan consultation, staff were able to identify goals for 2017. A further and final review of each domain was concluded in March 2017 by stage-based PLC teams and the Executive, with reference to the School Excellence Framework (Version 2).

Within the domain of Learning Glendore Public School staff identified the school as **Delivering** in *Wellbeing, Assessment and Reporting* and *Student Performance Measures*. The school's evidence indicates the school is **Sustaining and Growing** in the areas of *Learning Culture* and *Curriculum and Learning*. As a result of SEF reflections, the school is implementing whole school professional learning and focusing on explicit instruction and future focussed learning over 2018–2020.

Glendore Public School's strengths within the Teaching domain, with evidence for **Sustaining and Growing**, were in the elements of *Effective Classroom Practice*, *Collaborative Practice*, *Learning and Development* and *Professional Standards*. Staff identified the need for further development in the element of *Data Skills and Use*, which was rated **Delivering** overall, whilst recognising continued improvements from 2016. Significant professional learning around *Data Skills and Use* forms a large focus in 2018 milestones of the 2018–2020 School Plan.

Glendore Public School's strengths in the Leading domain were: *School Planning, Implementation and Reporting, Leadership, School Resources* and *Management Practices and Processes* all rated as **Sustaining and Growing**, as supported by evidence within the school. Staff noted that the school's resources were being significantly aligned to improve student outcomes. Glendore Public School staff also recognised that management systems, structures and processes were changing to underpin the ongoing improvement and the professionalism of all staff.

This self-assessment process assisted the school to develop its new 2018–2020 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

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

### Purpose

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

### Overall summary of progress

Four K&2 teachers completed their first year of L3 training and two teachers completed their OPL training in L3. Focus on Reading principles continue to be implemented into all classrooms K&6. The Term 1 Kinder Read&Aloud initiative continued as did the year&long Home Reading program for early readers on Reading Recovery levels 1&30. In Semester 1, a Speech Pathologist was employed to implement the *Communication in the Classroom* program in all K&2 classrooms. This program also provided interested parents with information on access to Speech Pathology services.

A trained TEN facilitator trained six K&2 and three 3–6 teachers in the TEN program. This initiative was implemented into all K&2 classrooms with differentiated Mathematics lessons evident. The TOWN facilitator continued to train Year 3&6 classroom teachers in 2017 and offered support to staff who joined the teaching team later in the year. Stage 2 and Stage 3 Maths groups continued in 2017 with success being measured by turn-around results in NAPLAN – Numeracy. This model will continue in 2017. The *Maths at Home* games program continued with K&4 students taking the games home and Stage 3 students using these games at school within Mathematics groups and their home classrooms.

Professional Learning opportunities were offered according to Professional Development Plan (PDP) goals that were written in accordance to the Australian Professional Standards for Teachers (APST). The explicit teaching of literacy and mathematics across the school, aligned with the APSTs, has continued to have a positive effect on the educational success of all students K&6, as evidenced on the continuums of learning, school data, state data (VALID) and national assessment data (NAPLAN), where a downward trend was significantly arrested. This was based on sound teaching and learning practices implemented at Glendore Public School over 2013–2017 beginning to have a significant impact.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% or more of students reach Cluster 4 (Level 5–8) by the end of Kinder, Cluster 6 (level 16–18) by the end of Year 1 and Cluster 8 (instructional 26 or more) by the end of Year 2.	L3 Salaries \$16 818  L3 Salaries \$9 600	<ul style="list-style-type: none"><li>• 81% of students have reached Cluster 4 (Level 5–8) at the end of Kindergarten.</li><li>• 84% of students have reached Cluster 6 (Level 16–18) at the end of Year 1.</li><li>• 73% of students have reached Cluster 8 (instructional 26 or more) at the end of Year 2.</li></ul>
The number of students achieving expected growth increases by 10% in NAPLAN Reading and Numeracy for the same cohort from Years 3–5 and Years 5–7.	Literacy Resources \$4 282  Maths Resources \$3 811	<ul style="list-style-type: none"><li>• The percentage of students who matched or exceeded expected growth in Reading compared to the state (Years 3–5/5–7) increased. Against a state average of 50%, growth was respectively 67.2% and 54.4%.</li></ul> <p>Matched growth between Years 5–7 (2015–2017) for the same cohort was static at approximately 55%.</p> <ul style="list-style-type: none"><li>• The percentage of students who matched or exceeded expected growth in Numeracy compared to the state (Years 3–5/5–7) increased. Against a state average of 50%, growth was respectively 57.8% and 65.7%. Matched growth between Years 5–7 (2015–2017) for the same cohort did increase</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The number of students achieving expected growth increases by 10% in NAPLAN Reading and Numeracy for the same cohort from Years 3–5 and Years 5–7.		by 9.6% (56.1%–65.7%).
Executive facilitate feedback opportunities, formally and informally, throughout the year to provide explicit feedback to help improve teaching practice, aligned to the goals within the school plan and complying with the Australian Teacher Performance and Development Framework (ATPDF), up from 50% in 2014 to 100% in 2017.	Professional Learning \$26 564	<ul style="list-style-type: none"> <li>• All staff developed professional goals through use of a Professional Development Plan (PDP). This was revised throughout the year and included executive and collegial lesson observations.</li> <li>• Executive appraised teaching and learning programs each term to ensure quality teaching and learning was occurring in classrooms.</li> <li>• Executive observed stage members' teaching and learning activities in the classroom and provided timely feedback to improve teaching practice.</li> <li>• Executive facilitated opportunities for teaching staff to observe one another's lessons to encourage constructive feedback and the sharing of teaching and learning practices among staff.</li> </ul>
All teachers' (100%) Professional Learning is aligned to the Australian Professional Teaching Standards, up from 37% in 2014 to 100% in 2017.	PLC Days \$6 260 ConnectED (including all teaching staff) \$3 550	<ul style="list-style-type: none"> <li>• All staff indicated Australian Professional Teaching Standards (APST) within their PDP.</li> <li>• All teaching and executive staff attended <i>Lead-level training</i> in Professional Learning Communities (PLC) with Professors Alma Harris, Helen Timperley and Michelle Jones.</li> </ul>
Premier's Priority: Increase proportion of students in the top two NAPLAN bands by eight per cent.	Funds as expended above	Between 2015–17 this growth was recorded: <ul style="list-style-type: none"> <li>• Year 3 Reading – static (nil%)</li> <li>• Year 3 Writing – inverse</li> <li>• Year 3 Numeracy – positive (10%)</li> <li>• Year 5 Reading – positive (12%)</li> <li>• Year 5 Writing – inverse</li> <li>• Year 5 Numeracy – inverse</li> <li>• Year 7 Reading – inverse</li> <li>• Year 7 Writing – positive (5%)</li> <li>• Year 7 Numeracy – inverse</li> </ul>
Premier's Priority: Increase proportion of Aboriginal students in the top NAPLAN bands.	Funds as expended above	There are extremely small cohorts in the analysis below. Performance comparisons are therefore not statistically significant. Between 2015–17 this growth was recorded: <ul style="list-style-type: none"> <li>• Year 3 Reading – positive (20%)</li> <li>• Year 3 Writing – inverse</li> <li>• Year 3 Numeracy – inverse</li> <li>• Year 5 Reading – positive (12.5%)</li> <li>• Year 5 Writing – inverse</li> <li>• Year 5 Numeracy – positive (12.5%)</li> <li>• Year 7 Reading – inverse</li> <li>• Year 7 Writing – inverse</li> <li>• Year 7 Numeracy – inverse</li> </ul>

## Next Steps

- Eleven (11) K–2 teachers to be trained in L3. Other staff continue to implement L3 into K–2 classrooms.



- TOWN support provided to new 3–6 teachers and other staff continue to implement TOWN in 3–6 classrooms.
- MBB4N training offered with mentoring to all new Year 3–6 staff and optionally to K–2 staff.
- All K–6 Teaching and SLSO staff trained in Explicit Instruction (EI) and Choice Theory (CT).

## Strategic Direction 2

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

### Purpose

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

### Overall summary of progress

An Aboriginal Education Mentor (AEM) continued to be employed one day per week all year to provide culturally-significant lessons to all K&dash;6 students. During 2017, the AEM and a teacher coordinated an Aboriginal Dance group that performed at NAIDOC Day and Presentation Day. All Aboriginal and Torres Strait Islander students were supported to attend a cultural and arts performance workshop at NAISDA (National Aboriginal Islander Skills Development Association) and at the Callaghan Education Pathway (CEP) Corroborree. Muloobinbah Local Aboriginal Education Consultative Group (AECG) and Callaghan Education Pathway Aboriginal Education Team (CEPEAT) meetings were attended by the principal, executive staff and Aboriginal staff members.

In order to build the capacity of the school's 95 Aboriginal and Torres Strait Islander students, mandatory Personalised Learning Plans were developed incorporating MGoals at PLP Celebration events both at the beginning and the end of the year. Goal achievement was celebrated at an end of the year awards ceremony and BBQ, with 87% of parents and caregivers actively engaged in the process. Late in 2017, 12 students were identified and celebrated at the Callaghan Education Pathways (CEP) Aboriginal Awards ceremony in the areas of Academic Achievement, Engagement in Learning, Demonstrated Improvement and Citizenship. Staff commenced the school's SistaSpeak program and were released to conduct a significant analysis into the academic growth profile of all Aboriginal and Torres Strait Islander students. The school recognised the need to cater more for in-class academic support to assist all Aboriginal and Torres Strait Islander students to achieve the benchmarks set out by the Premier's Priorities. Consultation began with the community, the P&C and the LAECG.

Aboriginal Education initiatives have been embedded in teaching and learning throughout the year. As a result all student and staff have been provided with a variety of educational opportunities on Indigenous cultural beliefs and understandings. Following continued professional learning both *8 Ways of Learning* and *Stronger Smarter* principles are now embedded into educational programs. These are evident in classroom practice. All students have been provided with differentiated teaching and learning activities across the school. Many students had access to additional support with an adjustment plan or an Individual Learning Plan developed in consultation with the class teacher and parent/caregiver. The school attracted an *Artist-in-Residence* program, where visiting dancers from the Kalamantan province of Indonesia workshopped with our Aboriginal, Junior and Senior Dance groups.

Support for students with specific academic, wellbeing or language needs occurred through a variety of methods. Stage 3 Middle School Groups continued to cover PD/H/PE, CAPA, History & Geography, STEM and Science, providing an introduction to Year 7–10 structures. Stage 2 and 3, ability-based Mathematics groups continued in 2017 to assist in meeting the Premier's Priorities for academic achievement. K&dash;2 Learning Support groups were reviewed every five weeks using L3 and TEN data, with students arranged into groups according to need. Year 3&dash;6 Learning Support groups were also reviewed at the end of each term and adjusted. Additional staffing was allocated to support both extension and support opportunities in both K–2 and Years 3–6. Over 150 students across the school had a form of adjustments plan (IEP, PLP, RMP, HCP) in place. In recognition of a rapid increase in school population, a senior executive staff member began whole-school coordination of funding support, learning adjustments and student disabilities programs. This included managing all workflows between assistant principals, classroom teachers, learning and support staff and the school psychologist; students and their families.

The school attracted additional EAL/D and NAP (New Arrivals Program) funding for 2017. This was used to specifically support students who had recently arrived to Australia and/or who had English as an additional language or dialect at home. Two staff members provided support under these programs. To ensure students who were in Out of Home Care (OOHC) were catered for as per the mandatory guidelines, OOHC plans were completed in Term 1 (or upon first qualification) and reviewed in Term 4 by classroom teachers and relevant support staff. Additional school learning support officer time was provided under the OOHC program. During Term 3 the Nationally Consistent Collection of Data (NCCD) was collated and subsequently analysed to ensure that all students requiring adjustments had an Individual Education Plan in place. Medical and Behavioural Risk Management Plans were updated at the beginning of and as required throughout the year.

The staff completed a series of training events across the year to support student wellbeing. These included specific training in Reactive Attachment Disorder, the PLASST assessment tool for learning adjustments, the Disabilities

Standards for Education and initial planning for the Good for Kids, Good for Life initiative. All Stage 2 students and staff were involved in the *Deadly 7's* program, with Stage 3 successfully being accepted into 2018's *Shake-a-Leg* program.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Aboriginal students have a PLP with greater than 80% of Aboriginal parents/carers actively engaged in the PLP process by attending three way interviews, an increase from 72% in 2014, matching the broader population.	MGoals, PLP Celebrations and Community Engagement Funding – \$2 400  8 Ways of Learning \$2 000  Stronger Smarter \$6 900  Connecting to Country  \$6 000	<ul style="list-style-type: none"> <li>• 87% of Aboriginal Parents/Caregivers engaged in three-way interviews for PLP's/MGoals at the beginning of 2017.</li> <li>• 73% of Aboriginal parents and caregivers actively engaged in the MGoals celebration at the end of 2017.</li> </ul>
All students (100%) participate in cultural learning with an Aboriginal teacher or community member, an increase from 23% in 2014.	Aboriginal Education Mentor – \$13 200  Sista Speak – \$1235	<ul style="list-style-type: none"> <li>• All Glendore Public School students participated in cultural learning activities with an Aboriginal Education Mentor on a term by term basis.</li> </ul>
ATSI student participation in culturally specific activities increases from 46% in 2014 to 75% by 2017.	CEP Corroboree – \$1 000  NAIDOC Day – \$1 470  NAISDA – \$1 990  Curious Legends – \$1 500	<ul style="list-style-type: none"> <li>• Including <i>Corroboree</i>, <i>NAISDA</i> and <i>Curious Legends</i>, 99% of the Aboriginal and Torres Strait Islander students engaged in at least one culturally specific extra curricular activity.</li> </ul>
100% of teachers explicitly reflect on differentiation strategies (Standard 1, focus 1.5) in their teaching programs, an increase from 66 % in their TARS/EARS performance review in 2014.	School-funded Learning Support – \$65 000  Teacher PLC/PD Relief \$25 394	<ul style="list-style-type: none"> <li>• All staff included differentiation within their teaching and learning programs. This was evidenced in literacy and numeracy groups. Teachers also had adjustment plans and IEPs to support students with diagnosed and undiagnosed disabilities.</li> </ul>

### Next Steps

• The school will complete negotiations with the Department of Education's Human Resources area and will commence the process of employing an Aboriginal support officer in a full-time, temporary capacity to assist with achieving the Premier's Priorities, the school's Aboriginal Dance Group, embedding cultural competencies and strengthening community partnerships.

• Staff will continue to explicitly embed 8 Ways of Learning and Stronger Smarter principles in their teaching and learning programs, and will attend local Cultural Awareness days and *Connecting to Country* training. Trained teachers will continue implementing Sista Speak and a Boys Yarning group will commence.

• National Collection of Disability Data will be used to confirm all students have appropriate Individual Education Plans and Learning Adjustment Plans in place. The Individual Education Plans are developed in consultation with families and are evaluated regularly as part of the class program requirement. They are also shared with Support Teachers and School Learning Support Officers.

• An expanded Learning Support Team, will see each Assistant Principal released from home-class duties to ensure they are visiting every class in their stage weekly, and have a detailed awareness of how to best support individual and group needs within their supervision areas.

### Strategic Direction 3

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

### Purpose

The wider community are used to support student learning outcomes.

### Overall summary of progress

Various service providers and interagencies supported Glendore Public School students in 2017. They provided assistance to the students in educational and co&ndash;curricular activities. Hunter New England Health Speech Pathology, community links with National Disability Insurance Scheme (NDIS) service providers and the University of Newcastle's Children's University supported students within the school. The school commenced a new partnership with community-based arts organisation *Curious Legends*. This group visited the school with performers from Indonesia, who workshopped with all three of the school's dance groups and provided an inter-cultural performance for all 550 students. This relationship will continue to evolve over the life of the 2018–2020 School Plan.

The school partnered with a number of other organisations to provide extra opportunities for its students. These included:

- Swim School,
- Surf Life&ndash;Saving,
- Guide Dogs,
- Cheryl Bailey Dance Studio,
- Sport in Schools Australia,
- Hunter New England Health
- NSW Waratahs Rugby Union,
- with many Glendore community members providing additional curricular and extra&ndash;curricular opportunities to complement our learning programs.

The school was opened for many community events, including Easter Hat Parades, ANZAC and Remembrance Day, Mothers' and Fathers' Day, Grandfriends' Day, MGoals and PLP Celebrations, Harmony Day, School Discos, Kindergarten Transition, Creative Arts Evening, K–6 Art Show and many more. This engagement extended into significant community consultation all year via P&C meetings and at each evening event, to gain insights and feed forward into the 2018–2020 School Plan's Vision and design.

Parents were encouraged to engage in their children&rsquo;s learning by participating in school-based activities, as educators&ndash;at-home and provided with open&ndash;lines of communication between home and school. Transition programs were enhanced within the school, with specific and larger programs provided for students transitioning from Pre-school to Kindergarten; and at the end of 2017, for each year between Years 1–5 and Transition to High School. Defence Support Transition Aide increased over the year in recognition of increased defence student enrolment. The school initiated a strategic partnership (Callaghan West Pre–Sch Links) with its four partner primary schools in the Callaghan Wallsend area and the 24 pre-schools/early childhood centres to better support the department's Transition to School policies and procedures, and Early Childhood->Kindergarten transition.

The school significantly increased its connections online with its school community, with the institution of a new school app (Skoolbag), a Facebook Page and an enhanced e-newsletter, *The Grapevine*. The app received over 500 downloads in its first 4 months of usage and the school's FaceBook presence attracted nearly 600 followers. These three new additions to the school's online presence greatly assisted to communicate swiftly and effectively with its community, especially regarding excursions, localised flooding and when the Wallsend–Minmi corridor experienced an unexpected water disconnection. The community reported high levels of satisfaction with the school's multiple forms of e-communication, including a real sense of what was occurring in classrooms daily.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Monitor student lunchtime extra-curricular activities offered so all are run to full capacity (100%), an increase from 75% in 2014.	User-pays system	<ul style="list-style-type: none"><li>• Aboriginal Dance, Junior Dance, Senior Dance, Choir, STEM, Coding, and Drama groups were run to near or full capacity year-long.</li><li>• Children's University mentoring occurred weekly,</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Monitor student lunchtime extra-curricular activities offered so all are run to full capacity (100%), an increase from 75% in 2014.		<p>with over 80 students completing the semester-long challenge.</p> <ul style="list-style-type: none"> <li>As all lunchtime extra-curricular activity positions were taken up in 2016, an additional 4 lunch-time opportunity groups were created in 2017.</li> </ul>
Teachers engage parents in their child's learning and keep them informed about their progress, an increase from 82% in 2014 to 100% in 2017 – Learning Bar Focus On Learning survey.	The Learning Bar surveys – Nil	<ul style="list-style-type: none"> <li>98% of parents and caregivers stated that they had communication with their child's teacher during 2017, with 89% stating that this communication occurred on more than one occasion.</li> </ul>
Parents/carers actively engaged in the three way interviews, an increase from 80% in 2014 to 90% by 2017.	Nil	<ul style="list-style-type: none"> <li>84% of parents and caregivers actively engaged in the three-way interviews with classroom teachers.</li> </ul>
80% of parents/carers access school provided Numeracy resources to support learning at home, increasing each year from 16% in 2014.	Nil	<ul style="list-style-type: none"> <li>71% of parents and carers accessed the Numeracy resources in 2017 to support learning at home, an increase from 10% in 2016.</li> </ul>
90% of future Kinder parents attend transition evening, an increase from 70 % in 2014.	<p>Kindergarten Orientation – \$2600</p> <p>DSTA – Defence Staffing Allocation</p> <p>(Semester One 1 dpw, Semester Two, 2 dpw)</p> <p>PreSch Links/Kinder Orientation Hospitalities</p> <p>\$3 452</p>	<ul style="list-style-type: none"> <li>100% of new Kindergarten families attended at least one of 4 Kindergarten afternoon transition sessions showing a further increase over 2015 and 2016.</li> <li>All new Defence Force families accessed the Defence School Transition Aide (DSTA) for support transitioning to the school, including lunchtime activities, Seasons For Growth and the MEDALS program.</li> </ul>

## Next Steps

• Continued engagement in Callaghan Education Pathway (CEP) initiatives including; LeaderLink, BandLink, ArtLink, Solar Car Challenge, Corroboree and the Digital Media Festival.

• Continued/new engagement with co-curricular activity providers, including: Swim School, Sport in Schools, Curious Legends, Hunter/Sydney Writers' Festival, Mini Me Robotics programs, STEM-share, Hunter New England Health.

• Re-engage HNEH Speech Pathologist to support teachers to identify students with speech and language issues for early intervention. Focus on five Kindergarten classes and Year One students at risk.

• Solidify the Callaghan West Pre-Sch Links 'Transition to School' partnership, continue additional student/parent welcome and information sessions and train students in both Peer Support and Kindergarten Buddies leadership programs.

• Continue to engage a greater percentage of parents and caregivers in community consultation as part of the ongoing review and implementation of Glendore Public School's 2018–2020 School Plan.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$67 852	<p>Strategic Direction 1</p> <ul style="list-style-type: none"> <li>97 enrolled Aboriginal students equated to 18% of the school's peak population (551). Due to the statistically small numbers of students in some grades only Years 5–6 performance is reported on.</li> <li>12.5% of Aboriginal students were in the top two skill bands for Reading and for Numeracy. This was similar to the Aboriginal State data for Reading and exceeding the Numeracy Aboriginal State data. The Premier's Priority is to increase the number of Aboriginal students in the top two skill bands by 30% by 2019.</li> </ul> <p>Strategic Direction 2</p> <ul style="list-style-type: none"> <li>100% of students participated in cultural activities within the school. Strengthened staff understandings with all staff attending syllabus development sessions with the school's Aboriginal Education Mentor.</li> </ul>
<b>English language proficiency</b>	\$40 376	<ul style="list-style-type: none"> <li>Increased EAL/D students' English language proficiency with the employment of an EAL/D teacher 1.5 days per week to devise and implement an IEP.</li> <li>The school also secured 1 day per week of NAP (New Arrivals Program) funding in Semester Two to support students new to Australia.</li> </ul>
<b>Low level adjustment for disability</b>	<p>\$172 702 made up of:</p> <p>\$121 889</p> <p>(LaST Teacher Allocation) and</p> <p>\$50 813 (SLSO)</p>	<ul style="list-style-type: none"> <li>Improved student learning outcomes through the employment of Learning and Support Teachers (LAST) with 6 full-time days being allocated per week.</li> <li>Increased the effectiveness of the classroom operations with the employment of School Learning Support Officers (SLSOs), that enable small groups to operate.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>0.553 (Semester One)</p> <p>0.883 (Semester Two)</p> <p>Staffing entitlement</p>	<ul style="list-style-type: none"> <li>Constructive feedback practices for individual teachers including; lesson delivery, programming, assessment and classroom management.</li> <li>Support for teachers with the accreditation processes.</li> <li>Support with the Performance and Development Framework.</li> </ul>
<b>Socio-economic background</b>	\$68 124	<ul style="list-style-type: none"> <li>Improved the quality of teaching and learning through the implementation of Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN).</li> <li>97% of Kindergarten students, 98% of Year 1 students and 89% of Year 2 students met or exceeded TEN EAS expectations.</li> </ul>

<b>Socio-economic background</b>	\$68 124	<ul style="list-style-type: none"> <li>Enhanced students' access to community services and improved learning outcomes for students by employing the HNEH Speech Pathologist.</li> </ul>
<b>Support for beginning teachers</b>	\$13 450	<ul style="list-style-type: none"> <li>Beginning teachers provided with ongoing support and feedback which is embedded into school practices.</li> <li>Professional Learning based on beginning teachers' needs.</li> </ul>
<b>Personalised Learning Support for Aboriginal Students Year 4 and 6</b>	<p>LaST Allocation (see above)</p> <p>School-funded SLSO (see above)</p>	<ul style="list-style-type: none"> <li>K–6 Aboriginal students were catered for within class and/or specialist group teaching and learning programs under PLP's and for some with additional IEP's.</li> </ul>
<b>Literacy and Numeracy/Professional Learning</b>	<p>Literacy and Numeracy – \$16 818</p> <p>Professional Learning – \$25 964</p>	<ul style="list-style-type: none"> <li>L3 and TEN training provided to teachers.</li> <li>Professional Learning was based on PDP-identified goals.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	221	211	236	279
Girls	234	235	246	252

A new school enrolment policy was endorsed by the P&C and published for the school's community. Student enrolment is strictly limited under both the school's and the NSW Department of Education's policies to people residing in the school's intake zone. This is due to the school now being at full capacity with permanent buildings, and by the end of 2017, also having five demountable classrooms on site. The 2017 figure above was calculated in August, 2017. By the end of 2017, the school's population was 551.

At census date for 2018 (07/02/18), the school's enrolment was 572.

## Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	95.7	95.1	94.6
1	94.9	94	94.9	93.3
2	95.4	92.9	94.5	92.5
3	94.9	94.9	94.5	94.1
4	95.2	94.5	92.9	92.6
5	96.2	93	93.7	93.4
6	94.2	94.1	93	90.8
All Years	95.4	94.2	94.1	93.1
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

Glendore Public School continues to match the State DoE attendance averages. A new roll-marking system, with the capacity to check on co-curricula as well as home class attendance was instated. Non-attendance issues are addressed promptly by the school staff including letters, emails, phone calls and/or post. Parents/Caregivers of these students were supported with strategies and advice to enhance the wellbeing of their child, including authorised partial attendance plans.

More serious matters required regular supervision by Assistant Principals in partnership with the Principal, School Counsellor and Wellbeing Advisors to support the state's attendance policy. Issues affecting a child's attendance were discussed via scheduled formal learning support and/or attendance meetings. By implementing support structures and routines regular attendance usually resumes quickly. In cases where non-attendance continues the HSLO is invited to work in partnership with the school and family to develop an attendance plan. This assists families to meet attendance guidelines prior to the need for imposition of a formal Secretary's Attendance Plan.

## Class sizes

Class	Total
B1	22
B4	20
B3	20
B2	20
DEM 1	19
SPR 1	22
DEM 2	20
H1	19
I2	24
I1	25
H2	23
J1	31
G2	29
G1	30
F6	30
J2	30
F4	26
F3	28
F2	28
F1	28
F5	28

## Management of non-attendance

## Structure of classes

The school was organised into 21 core classes across four stages, each with an Assistant Principal having line management of:

Early Stage One: Four (4) Kindergarten classes

Stage One: Four (4) Year One classes and three (3) Year Two classes

Stage Two: Five (5) Year 3/4 home classes, which rotate for ability-based and experiential groups.

Stage Three: Five (5) Year 5/6 home classes, which rotate for ability-based English and Mathematics, Middle School and experiential groups.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.14
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0

\*Full Time Equivalent

At the end of 2017, four members of Glendore Public School's permanent teaching staff in 2017 identified as being of Aboriginal descent.

### Workforce retention

A massive staffing operation commenced in Week 5 of Term One, 2017 and will conclude on Day One of Term 2, 2018 to stabilise the staffing of a rapidly growing school. During the year, two permanent teaching staff members retired from the Department of Education and Glendore Public School. A third member of staff was promoted. This created two classroom teacher vacancies and one assistant principal vacancy. Significant growth in the school's population over 2016–2017 also attracted an additional Deputy Principal position and four more classroom teacher

in permanent status. A further four classroom teacher positions are expected to be filled during Term One, 2018.

The school's growth also increased allocations of RFF, QTSS, NAP and EAL/D allocations, each of which were catered for by temporary employment of quality teaching staff through expressions of interest. The school's non-teaching staff entitlement grew in both administrative and general assistant allocations. Permanent teaching staff on a mixture of full-time and part-time leave also created long-term temporary employment opportunities for an additional 8 full-time positions for the engagement of temporary staff.

### 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	28

### Professional learning and teacher accreditation

#### Professional Learning:

All professional learning undertaken by staff in 2017 was aligned to the School Plan's directions Excellence, Equity and Engagement. In order to meet the school's targets staff were provided with professional learning with a focus on all three areas. Professional learning occurred on and off site. School based learning opportunities, consultancy support, network meetings and workshops were accessed by all staff.

The major professional learning initiatives included:

#### *Language, Learning and Literacy (L3):*

During 2017, four Kindergarten and six Stage 1 teachers implemented the Language, Learning and Literacy initiative into their classrooms. One Kindergarten and five Stage 1 teachers received their first year of L3 training. One Kindergarten and three Stage 1 teachers completed their final year of L3 training. During L3 lessons, students received explicit instruction in reading and writing strategies in small groups of three or four selected students. Students then rotated through independent, individual or group tasks. This occurred in the daily Literacy session. Teachers in training were supported by a L3 Facilitator who provided staff with workshops, demonstration lessons, supervised practice and on-the-job support. The Learning and Support Teacher continued to provide both in-class and withdrawal support for K–2 students. Both programs support Strategic Direction One of the School Plan by developing staff teaching

capabilities to deliver and monitor high quality educational practices in quality literacy programs.

practice within the classroom.

#### *Targeted Early Numeracy (TEN):*

In 2017, six K&dash;2 and three 3&dash;6 teachers participated in three days of TEN training with the school facilitator. TEN was implemented in all K&dash;2 classrooms and the program was also used by the K&dash;2 Learning Support teachers. Teachers used the Numeracy Continuum to group students according to their needs and ability level. Differentiated and engaging activities were then developed to meet student&rsquo;s needs. The K&dash;2 teachers were supported by the school&rsquo;s TEN facilitator, who provided workshops, demonstration lessons, observations and regular in class support.

#### *Taking Off With Numeracy (TOWN):*

In 2017, TOWN&dash;based professional learning continued at Glendore Public School with majority of 3&dash;6 staff trained in Assessment and delivery of quality numeracy programs. TOWN strategies continued to be embedded explicitly in both Stage 2 and Stage 3, ability&dash;based mathematics groups.

#### *Mathematics Building Blocks for Numeracy (MBB4N):*

In 2017, three staff engaged in MBB4N online training, which combines the understanding and strategies from the previous professional learning programs of Count Me in Too (CMIT), Taking off With Numeracy (TOWN) and Targeting Early Numeracy (TEN). The online courses enabled collegial sharing of Mathematical knowledge and experience from Wollongong to the Queensland border, building stronger networks between teachers. This course will be rolled out to all new Year 3&dash;6 staff and optionally to K&dash;2 staff in 2018 as part of the Strong Start, Great Teachers (SSGS) initiative.

#### **Teacher Accreditation:**

In 2017, six members of staff were undertaking the initial stage of teacher accreditation to obtain registration at the *Proficient* level. Eight members of staff were working towards accreditation at the *Maintenance* level. Three submitted Maintenance reports. Two Assistant Principals continued working towards *Lead* accreditation as part of the Leadership Development Initiative (LDI).

#### *Beginning Teachers:*

There were three beginning teachers in 2017, who received funding under Strong Start, Great Teachers (SSGS), which is part of the Great Teaching, Inspired Learning (GTIL) initiative. Two of these staff were supported by the NSW Department of Education's program to support beginning temporary teachers. The third allocation was for two years to support a newly&dash;appointed permanent member of Glendore Public School's staff. All new teachers were allocated an executive staff member as a mentor; and were buddied with a second teacher to: support their induction into the school and their implementation of



# 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	208,502
<b>Revenue</b>	4,671,258
Appropriation	4,375,671
Sale of Goods and Services	25,536
Grants and Contributions	266,238
Gain and Loss	0
Other Revenue	0
Investment Income	3,812
<b>Expenses</b>	-4,817,839
Recurrent Expenses	-4,817,839
Employee Related	-4,223,719
Operating Expenses	-594,120
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-146,581
<b>Balance Carried Forward</b>	61,921

The Financial Summary Table depicted above is still not fully reconciled. The school is moving towards a new online HR Tools and and electronic Financial Planning Tool (eFPT). As such, it is awaiting reconciliation of salaries paid for staff to the Leadership and High Performance Directorate. The 'truer' *Balance Carried Forward* figure is actually \$156,151, which will be realised by the late-April/early-May, when NSW DoE Leadership and High Performance supplies the recoup outlined below.

Two main areas led to a significant impact on staffing/salaries:

- four staff underwent treatment for significant health care issues, necessitating long intermittent periods of unexpected sick leave.
- the school is still waiting on a \$94,230 salary recoup for a deployed PSL for Semester Two, 2017 and approximately \$55,000 for Term One, 2018 from Leadership and High Performance.

Two main areas of necessary expenditure occurred in 2017:

• the 2017 budget supported a \$50,000 seating infrastructure project, delayed from Term 4, 2016 which saw all-weather aluminium seating installed that could seat an entire school of up to 600 students.

• the school contributed \$45,000 towards a School Funded Works project in partnership with a \$65,000 donation from its P&C to support the air conditioning of every student class space in the school.

Combined with the outstanding HR recoups, the school's operational budget has been assiduously managed.

The school has rigorous financial management processes in place and governance structures to meet financial policy requirements. Directors and Executive Directors at local level and state level have been involved in approvals for each major infrastructure project and are supportive of the school's attempts to recoup its owed salaries in a more timely fashion.

## 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>	3,429,197
Base Per Capita	73,662
Base Location	0
Other Base	3,355,535
<b>Equity Total</b>	349,085
Equity Aboriginal	67,882
Equity Socio economic	68,124
Equity Language	40,376
Equity Disability	172,702
<b>Targeted Total</b>	207,673
<b>Other Total</b>	82,930
<b>Grand Total</b>	4,068,885

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

## School-based assessment

### L3:

Glendore Public School continued its purposeful approach to whole-school professional learning for all staff in 2017, with additional staff trained in L3 (Language, Literacy and Learning) and an additional eleven to follow in 2018. The impact of consistent literacy practice by all teachers as a result of program for Glendore Public School's students has been:

- Student growth on the PLAN literacy continuum in Reading, Writing and Comprehension aspects. 84% of Year 1 students met or exceeded the end year target for Reading,
- 5-weekly assessment collection and data analysis allowed for a tiered intervention approach to assist staff with meeting the needs of students at both ends of the Literacy continuum, through quality differentiation,
- Staff analysis of L3 data and CTJ allowed staff to implement fluid grouping strategies to group students according to their needs and assisted with differentiation of the curriculum, and,
- Professional Learning resulted in the development of the 'Conceptual Literacy' programs to increase student's writing and vocabulary skills.

### Reading Recovery:

Glendore Public School continued its delivery of Reading Recovery in 2017, and merit-selected two new members of staff with the capacity to continue the program from 2018 and beyond. The impact of this program for Glendore Public School's students has been:

- Addressing the needs of all students with a tiered approach to intervention, Reading Recovery students are identified as requiring the most immediate need for intervention so that all students can achieve their potential,
- Thirteen (13) students were supported in 2017, and
- Due to the growth in student achievement from L3, students entering the Reading Recovery program have commenced at a higher level than in previous years.

### TEN:

Glendore Public School continued its delivery of Targeting Early Numeracy training in 2017. The impact of consistent numeracy practice by all teachers as a result of program for Glendore Public School's students has been:

- Student growth has resulted in more than 70% of students in Years 1 and 2, by the end of 2017 achieving at figurative or above in the early arithmetic strand of the numeracy continuum,
- Consistency of teacher judgement has allowed students greater access to the math curriculum through differentiated lessons and consistent assessment across stages,
- As a result of consistent pedagogy and teaching

practice the number of students achieving in the top 2 bands for numeracy has increased between 2016 and 2017, and

- Six (6) new staff members were trained in TEN in 2017.
- Eight (8) members of staff will continue training, delivering and monitoring of the TEN program in 2018, and as a result, 100% of K-2 staff will be using the TEN pedagogy in Mathematics lessons.

### Best Start:

The Best Start Kindergarten Assessment is undertaken in the first week of Early Stage One to allow teachers to assess children's early reading and writing, their ability to communicate with others, and how they recognise and work with numbers, groups and patterns. Best Start data is used to find out what each child knows and can do so that teachers can plan and teach what their students need to learn next as well as differentiate the curriculum to meet each student's needs. Best Start gives our teachers, and those teaching Kindergarten across New South Wales, a common set of high quality assessment tools and professional training. Parents receive individualised feedback for their child stating where their child is learning on the literacy and numeracy continuums as well as ideas to use at home to help students progress to the next level of the continuum. As a result of the Best Start Assessment teachers are able to monitor student achievement against the literacy and numeracy continuums from the first day of school and see growth across the continuum over the year as a result of sound pedagogical practices.

### VALID (Validation of Assessment for Learning and Individual Development):

Glendore Public School became the Hunter region's training venue for the NSW Department of Education's *Centre for Educational Statistics and Evaluation's* VALID 6/8/10 state-wide online assessment program in 2017. The VALID program represents world's best practice in online assessment and is based on high-effect sizes strategies, and research from Professor John Hattie. The State's VALID: Leaders presented the program to a world panel at the Royal Society (of Science) in London in 2017, which was the first professorial chair of Sir Isaac Newton. On the strength of Glendore Public School's staff commitment, twice in 2017 and again for 2018, the school has become a site for state-level professional development in training and assessment. This is for all NSW public educators. The impact of this program for Glendore Public School's staff and students has been:

- School programs were revised to specifically target improvements in Writing to develop skills in Extended Response tasks,
- Student data improvements in Science and Technology,
- Significantly deeper levels of Consistency in Teacher Judgement for the K-6 Science and Technology syllabuses implementation.

## 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.

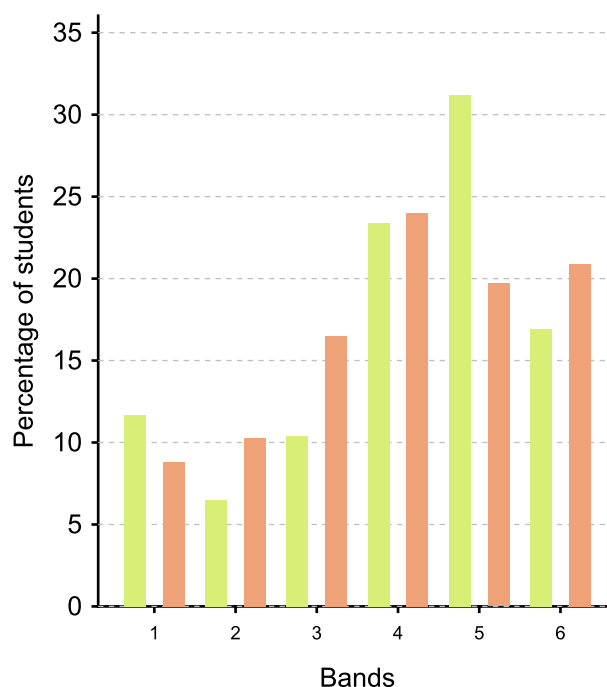
NAPLAN Literacy results represented a turnaround of achievement. In cohort averages for each subscale of assessment, 2017's Year 3 and 5 student cohorts performed close to or exceeded 3-year school averages. When also examining the school's cohorts against MySchool data

(<https://myschool.edu.au/school/42069/naplan/>), it is clear that the school is matching or exceeding similar Australian schools in terms of 2017 achievement, and growth over 2015–2017 (3-year average) after being below these figures. Individual subscale achievement relative for the top two performance bands (Premier's Priority) is summarised as follows:

- Year 3 Grammar and Punctuation – 7% above 3-year average for 2015–2017
- Year 3 Reading – 2% above 3-year average for 2015–2017
- Year 3 Spelling – 5% below 3-year average for 2015–2017
- Year 3 Writing – 4.5% below 3-year average for 2015–2017
- Year 5 Grammar and Punctuation – 2% above 3-year average for 2015–2017
- Year 5 Reading – 8% above 3-year average for 2015–2017
- Year 5 Spelling – 9% above 3-year average for 2015–2017
- Year 5 Writing – 6% below 3-year average for 2015–2017

The K–6 implementation of Explicit Instruction and continued work with L3, Reading Recovery and FOR strategies will extend this turnaround over 2018–2020.

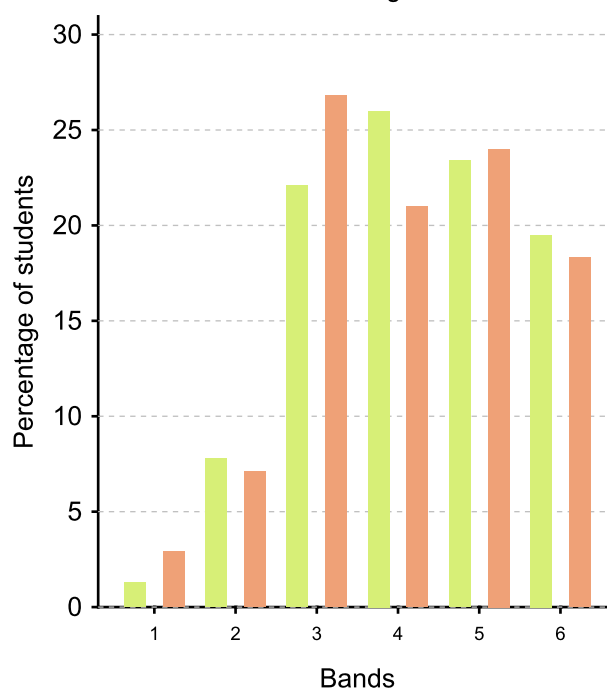
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands	
School Average 2015-2017	

Band	1	2	3	4	5	6
Percentage of students	11.7	6.5	10.4	23.4	31.2	16.9
School avg 2015-2017	8.8	10.3	16.5	24.0	19.7	20.9

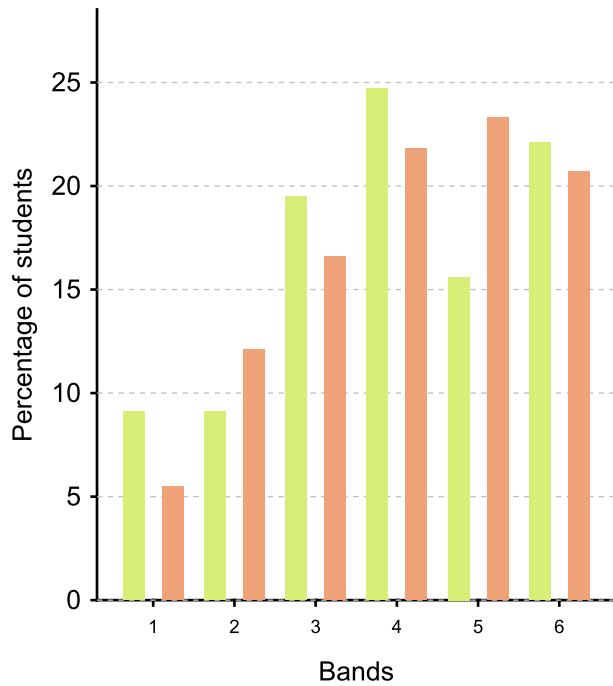
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands	
School Average 2015-2017	

Band	1	2	3	4	5	6
Percentage of students	1.3	7.8	22.1	26.0	23.4	19.5
School avg 2015-2017	2.9	7.1	26.8	21.0	24.0	18.3

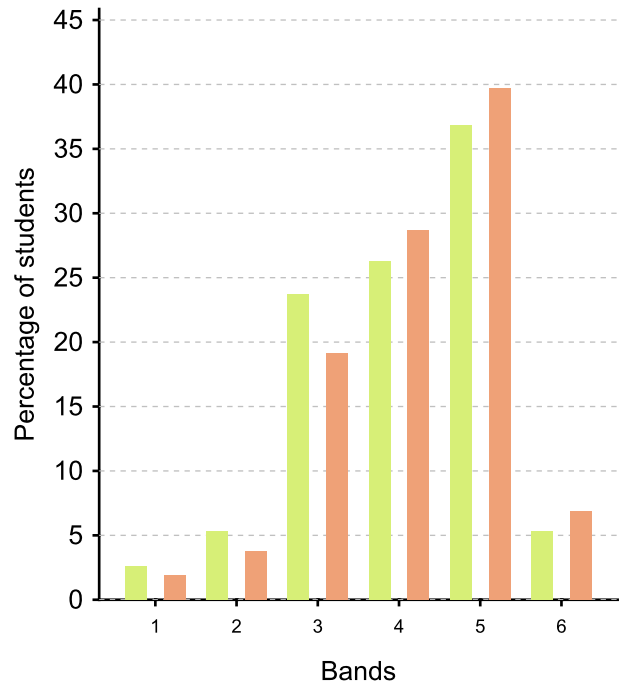
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	9.1	9.1	19.5	24.7	15.6	22.1
School avg 2015-2017	5.5	12.1	16.6	21.8	23.3	20.7

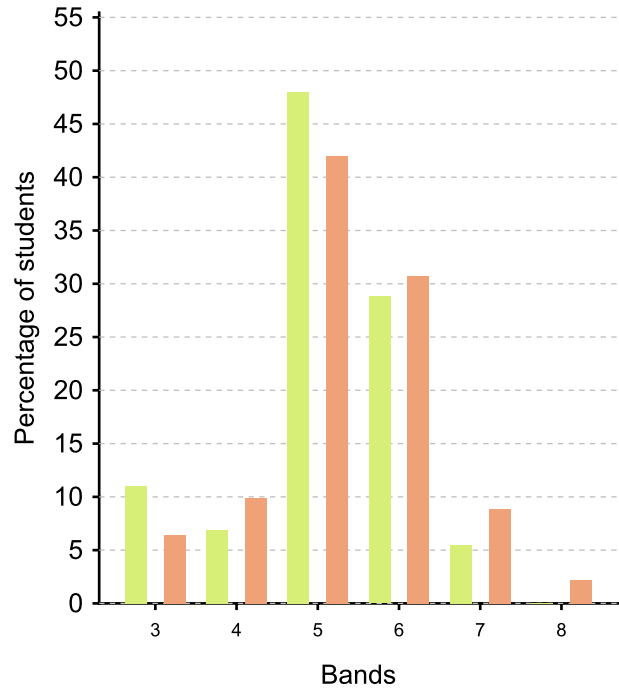
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.6	5.3	23.7	26.3	36.8	5.3
School avg 2015-2017	1.9	3.8	19.1	28.7	39.7	6.9

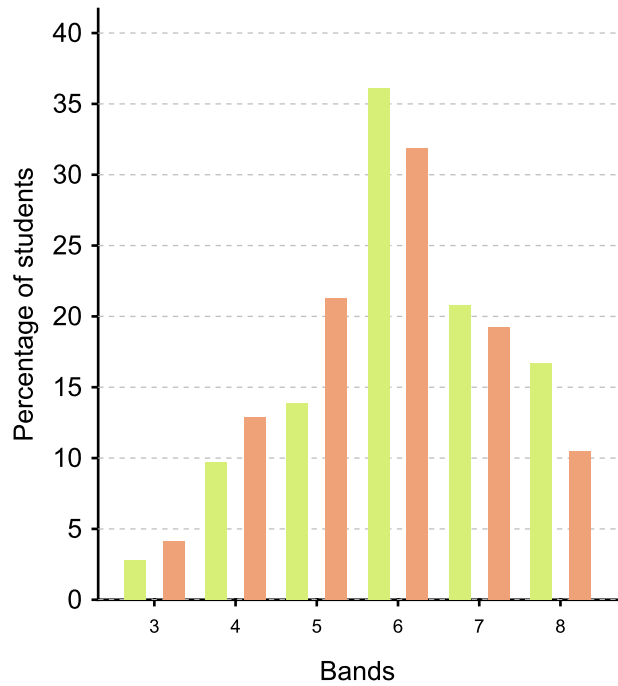
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

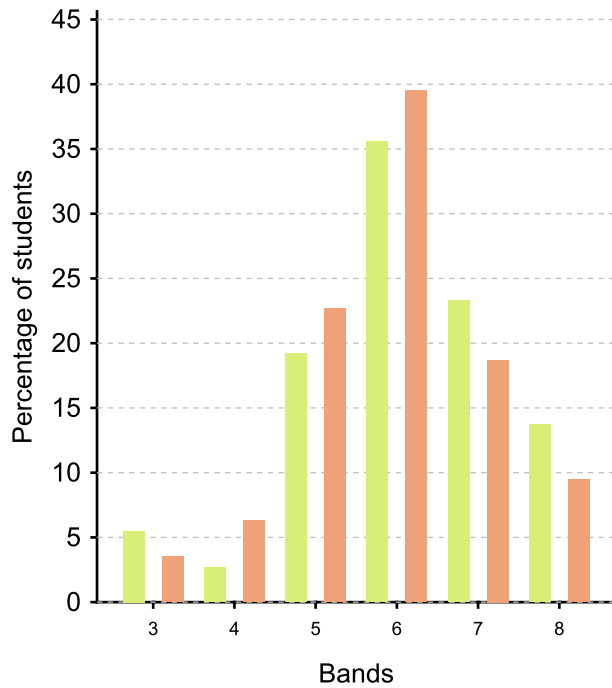
Band	3	4	5	6	7	8
Percentage of students	11.0	6.9	48.0	28.8	5.5	0.0
School avg 2015-2017	6.4	9.9	42.0	30.7	8.9	2.2

**Percentage in bands:**  
Year 5 Reading



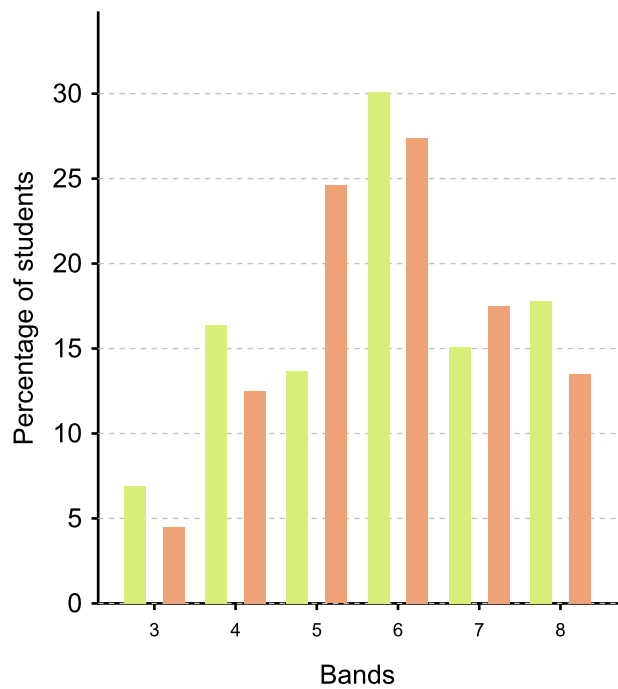
Band	3	4	5	6	7	8
Percentage of students	2.8	9.7	13.9	36.1	20.8	16.7
School avg 2015-2017	4.1	12.9	21.3	31.9	19.2	10.5

**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	5.5	2.7	19.2	35.6	23.3	13.7
School avg 2015-2017	3.5	6.3	22.7	39.5	18.7	9.5

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





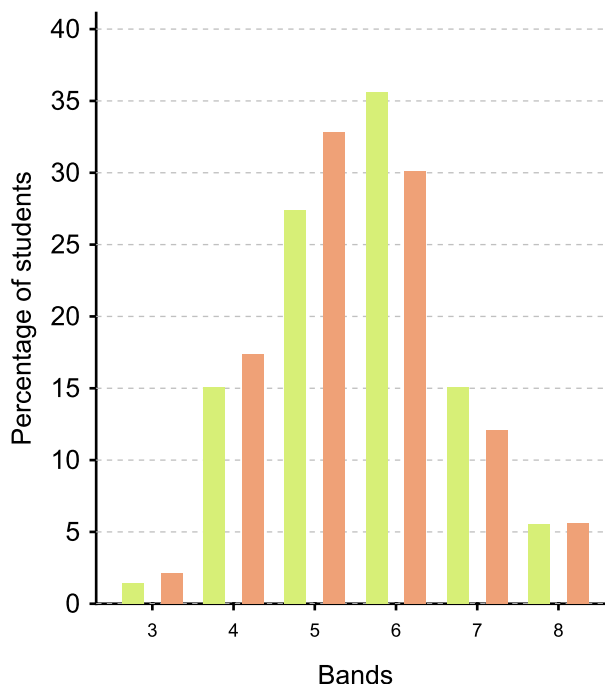
Band	3	4	5	6	7	8
Percentage of students	6.9	16.4	13.7	30.1	15.1	17.8
School avg 2015-2017	4.5	12.5	24.6	27.4	17.5	13.5

NAPLAN Numeracy results represented a turnaround of achievement. In cohort averages for each subscale of assessment, 2017's Year 3 and 5 student cohorts performed close to or exceeded 3-year school averages. When also examining the school's cohorts against MySchool data (<https://myschool.edu.au/school/42069/naplan/>), it is clear that the school is matching or exceeding similar Australian schools in terms of 2017 achievement, and growth over 2015–2017 (3-year average) after being below these figures. Individual subscale achievement relative for the top two performance bands (Premier's Priority) is summarised as follows:

- Year 3 Numeracy – 6.5% above 3-year average for 2015–2017
- Year 5 Numeracy – 3% above 3-year average for 2015–2017

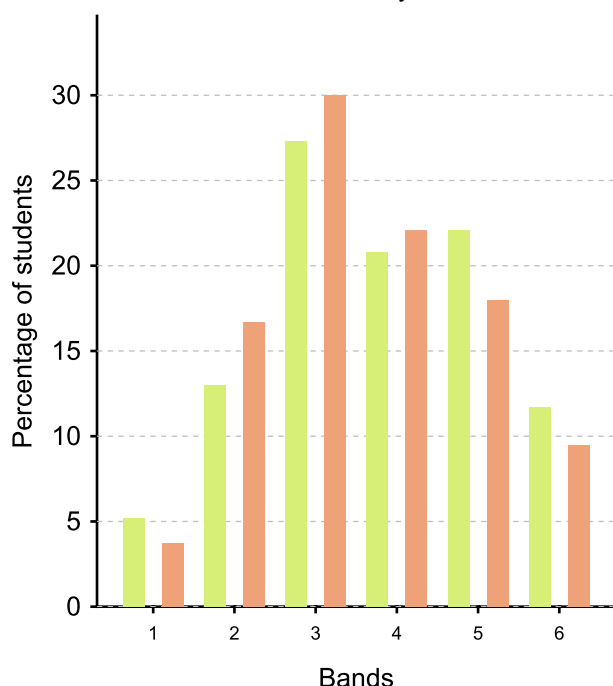
The K–6 implementation of Explicit Instruction and continued work with TEN, TOWN and MBB4N strategies will extend this turnaround over 2018–2020.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	5.2	13.0	27.3	20.8	22.1	11.7
School avg 2015-2017	3.7	16.7	30.0	22.1	18.0	9.5

Band	3	4	5	6	7	8
Percentage of students	1.4	15.1	27.4	35.6	15.1	5.5
School avg 2015-2017	2.1	17.4	32.8	30.1	12.1	5.6

The My School website provides detailed information and data for national literacy and numeracy testing. To access this, please:

1. click on the link <http://www.myschool.edu.au>;
2. insert the school name in the 'Find a School' window; and
3. select GO to access the school data.
4. <https://myschool.edu.au/school/42069/naplan/> is the direct link to Glendore Public School's NAPLAN results over 2010–2017.
  - Graphical Display: <https://myschool.edu.au/school/42069/naplan/gra>
  - Numerical Display: <https://myschool.edu.au/school/42069/naplan/nu>
  - Growth Chart: <https://myschool.edu.au/school/42069/naplan/stu>

In accordance with the Premier's Priorities:

### *Improving Education Results*

All NSW public schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 and Year 5 students in the top two bands for Reading and

Numeracy. are:

- Year 3 Reading – 2% above 3-year average for 2015–2017 at a 2017 average of: 43%
- Year 5 Reading – 8% above 3-year average for 2015–2017 at a 2017 average of: 38%
- Year 3 Numeracy – 6.5% above 3-year average for 2015–2017 at a 2017 average of: 34%
- Year 5 Numeracy – 3% above 3-year average for 2015–2017 at a 2017 average of: 21%

Another reporting requirement from the Premier's Priorities:

#### *Better services– Improving Aboriginal Education Outcomes*

NSW public schools with significant numbers of Aboriginal students are required to report the percentage of Aboriginal students in the top two NAPLAN bands. Glendore Public School has had less than 10 students in these cohorts over 2015–2017. Therefore, comparisons with three-year averages cannot be reported upon. The percentage of Year 3 and Year 5 students in the top two bands for Reading and Numeracy are:

- Year 3 Reading – 2017 average of 20%
- Year 3 Numeracy – 2017 average of 20%
- Year 5 Reading – 2017 average of 12.5%
- Year 5 Numeracy – 2017 average of 12.5%

## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

### Parents:

Forty (40) parents engaged in The Learning Bar's *Partners in Learning* survey. The information provided by the parents indicated that the strength of the school was that they are made to feel welcomed, are well-informed in many areas about their child's progress and believe that there is support for learning and positive behaviour at Glendore Public School. Parents identified an area for improvement as being the scheduling of community events and open days at a time when they could attend. However, they did acknowledge that there had been more of these as well as increased online communication about them in 2017. This assisted to stay connected with the school.

### Students:

Sixty-seven (67) Year 4, sixty-five (65) Year 5 and sixty-one (61) Year 6 students (a total of 193 from Years 4–6) engaged in The Learning Bar's *Tell Them From Me* student survey. Ninety-five (95)% of students said that they tried hard to succeed, exceeding the NSW government school norm of 88%. Eighty-two (82)% of students said that they were valued by their peers and others, again exceeding the NSW norm of 81%. Ninety-seven (97)% of Aboriginal students felt

good about their culture when at school and 87% believed their teachers have a good understanding of their culture. Further reflections need to revolve around the survey results collated that indicated that 71% expected to go to university after secondary school, which represented a 56% increase over 2016 data. Possibly the availability of many more lunchtime activities including *Children's University* contributed to this result. Seventy-one (71)% of students were interested and motivated in their learning, compared to the state norm of 78%. The school's move to futures-focused and inquiry-based learning over 2018–2020 will focus on this.

### Teachers:

Thirty-four (34) teaching staff, both temporary and permanent, participated in The Learning Bar's *Focus on Learning* survey. Staff provided a variety of responses to a series of questions under two domains: *Eight Drivers of Student Learning* and *Four Dimensions of Classroom and School Practice*. Each area below indicates the school's average score/10 v's the state's and a future area for improvement, some of which are still higher than state average scores:

- School Leadership: 7.9 v's 7.1, with *In-class support and observation* recording 7.1/10.
- Collaboration: 8.5 v's 7.8, with *Time to discuss learning goals with other teachers* recording 8.3/10.
- Learning Culture: 8.4 v's 8.0, with *Discussing barriers to learning with students* recording 8.3/10.
- Data-Informed Practice: 8.3 v's 7.8, with *Providing A–E rubrics* recording 6.8/10.
- Teaching Strategies : 8.3 v's 7.9, with *Providing written feedback* recording 7.5/10.
- Technology: 6.8 v's 6.7, with *Students use ICT to track progress* recording 5.4/10.
- Inclusive Schooling: 8.7 v's 8.2, with *Assisting planning of assessments* recording 7.4/10.
- Parental Involvement: 7.6 v's 6.8, with *Parental feedback on student work* recording 5.6/10.

and

- Challenging and Visible Goals: 8.0 v's 7.5, with *Providing A–E rubrics* recording 6.8/10.
- Planned Learning Opportunities: 8.3 v's 7.6, with *Assisting planning of assessments* recording 7.4/10.
- Quality Feedback: 7.8 v's 7.3, with *Parental feedback on student work* recording 5.6/10.
- Overcoming Obstacles to Learning: 8.2 v's 7.7, with *Students use ICT to track progress* recording 5.4/10.

## Policy requirements

### Aboriginal education

During 2017, the Aboriginal and Torres Strait Islander Education Team continued to work towards meeting the School Plan goals. Members of the Aboriginal and Torres Strait Islander Education Team (staff, families and community members) met to discuss progress and

future direction for the school. Aligned to the School Plan, staff were provided with school based and external professional learning and development opportunities including from its Aboriginal Education Mentor, AECG and LAECG training and meetings and from attendance at *Stronger Smarter*.

During Term 1, staff undertook professional learning for 2017's implementation of MGoals. This program focused on linking our local Aboriginal and Torres Strait Islander school community with the wider Aboriginal and Torres Strait Islander communities across Australia. It enabled teachers and Indigenous students to learn and make a connection to the students's family origins.

Stage 2 staff members were supported by members of NSW Waratahs Rugby Union with the PDHPE program *Deadly Seven's*. This had both a PE component as well as a Personal Development component. Staff were provided with knowledge of how to embed Aboriginal perspectives into the school's curriculum. Following on from the success of this program, the school was successfully onboarded into Hunter New England Health's *Shake-a-Leg* PDHPE program. This will commence in semester one of 2018 for all Stage 3 classes and staff.

The school's Aboriginal Education Mentor, Mr David Newham provided consultation regarding syllabus implementation to all staff, who were the better able to incorporate the Aboriginal 8 Ways of Learning pedagogies into class, year and stage teaching programs. All staff were provided with 4 PLC days to largely focus on syllabus implementation and programming. Staff incorporated how Indigenous students learn and what methods could be used to engage these students more effectively. The 8 Ways of Learning pedagogies were specifically incorporated into teaching and learning programs.

In both Terms 1 and 4, staff, students and families were invited to congratulate and celebrate the success of reaching set goals set within the students' individual Personalised Learning Pathways (PLPs). The PLP process was successful in enhancing the relationship between teachers and families. With the implementation of these plans the staff were given the opportunities to learn more about the Aboriginal students, and their families, in the classroom. Other activities within the school environment included Sista Speak commencing, a joint Indonesian/Aboriginal Dance exchange, and a *Coolamon* being created for Glendore Public School's Aboriginal students and their story.

The contemporary dance group formed and led by Glendore Public School staff with help from Mr Newham continued. Aboriginal and Torres Strait Islander students learned and performed culturally themed dances within school and on behalf of the school at other venues. NAIDOC Day was a successful day which involved the school's Aboriginal community being welcomed in to participate in a variety of cultural activities, including Aboriginal dancing, storytelling, art and artefact discussions. These activities were designed to enhance the knowledge of the whole

community and build stronger relationships with our local Aboriginal and Torres Strait Islander community. The school section of the Reconciliation NSW Art Challenge and the Taronga Zoo NAIDOC Schools Banner Art Competition were both won by students from the school under the guidance of Mrs Patterson.

All Aboriginal and Torres Strait Islander students were provided with the opportunity to attend a NAISDA Cultural Workshop/Performance and the Callaghan Corroboree. The school's staff specifically focussed on ways to improve academic outcomes for all Aboriginal and Torres Strait Islander students. After a significant investigation of achievement data over 2013–2017, the school's Aboriginal Education Team proposed to create a specific Aboriginal support role in the school as part of the 2018–2020 School Plan. This was discussed with Aboriginal community members, the AECG and the school's P&C.

### Multicultural and anti-racism education

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

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

Students were enthusiastic in celebrating Harmony Day, celebrated on Monday 21st March 2017. Harmony Day acknowledged and celebrated Australia's cultural diversity. This year's theme focused on strength through diversity and promoted inclusiveness, respect and a sense of belonging for everyone.

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

Two staff members were trained as Anti-Racism Contact Officers. They acted as a point of contact between students, staff, parents and the community and supported the resolution of complaints or concerns regarding racism.

## Other school programs

### Student Leadership:

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

Throughout the year the Ministers and their helpers coordinated a number of fundraising activities to raise money for student-nominated charities. They greeted special visitors to the school, helped during school activities such as Mothers' Day and Fathers' Day stalls, NAIDOC celebrations and Book Week activities. Our school leaders have attended regular meetings during lunch times, run the School Parliament, liaised with the Principal and they have run assemblies for the whole school. In 2017, our student leadership team took on a greater role in running and managing fundraising activities. They organised special events to raise funds and donations for local charities such as Newcastle Pet Rescue and the Maryland Neighbourhood Centre.

In 2017, our student leaders attended the Dawn Service organised by the Wallsend RSL (Diggers) Club. Students represented the school, laying a wreath at the cenotaph and participating in the march.

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

### Sport:

Through a wide variety of sports activities Glendore Public School students continued to develop their sports and fundamental movement skills during 2017. Students participated for both enjoyment and to improve their overall fitness. Activities ranged from participation in weekly sport activities, carnivals, Daily P.E., SportLink, Gala Days and the Zone Crossroads PSSA soccer and netball competitions. The Gala Days have included sports such as Touch Football for both Stage 2 and Stage 3 students and the Transition Program for Callaghan College Wallsend Campus (CCWC) included Soccer and Rugby League. The senior students won both the Soccer and Rugby League tournaments.

In 2017, students continued their sporting successes in

swimming, cross country and athletics. Students represented the school at Regional level for cross country and athletics. Glendore Public School's Junior and Senior PSSA teams were represented in the finals in both netball and soccer. The school's netball teams came second in the Crossroads Cup and the soccer teams came fourth in the competition.

In Term 4, students from Year 2 to Year 6 had the opportunity to participate in the *Learn To Swim* program. It ran each Thursday, providing students with swimming and water-safety skills. This program was followed by a change to the Swimming Carnival date. The 2018 Summer Carnival was actually held indoors to great positive response from the community. This sun-safe event represented the culmination of the *Learn to Swim* program and was highly participated in.

### The Arts:

Glendore Public School provided students with a range of programs to allow them to extend and enrich their creative talents and skills. Each group was given the opportunity to perform before their peers and the wider community throughout the year.

**Art Show:** Hundreds of parents and caregivers were able to support Glendore Public School's 2017 Art Show, held in Term 3, Week 7. Students took pride in sharing their art with the Glendore community. Over 550 talented artists exhibited multiple pieces of work in their classrooms. The pieces of work included some different types of art: ceramics, computer generated designs, drawing, illustration, painting, photography, sculpture, tapestry, and video. It was a successful night which was well supported by the community.

**Raw Art:** Specialised artists educated students through hands-on workshops where students engaged in a range of art techniques such as screen printing, clay sculpture, fine art and 3D design. Students produced a variety of high quality artworks that were displayed during our Art Show.

**The Schools Reconciliation Art Challenge:** is one way students learn about Aboriginal and Torres Strait Islander Australia and contribute positively to Australian society, while meeting the objectives of the NSW K-6 and 7-10 syllabus. Teachers use the curriculum, activities, ideas and resources in this website to inspire and inform lessons about Aboriginal and Torres Strait Islander issues. Glendore Public School students entered a collaborative artwork, *Our Country, Our Community*, representing equal rights and recognition for all Australians. The artwork was the overall winner of the whole school collaborative art section and was chosen to be part of the 2017 Exhibition.

**Project Habitat Competition – Taronga Zoo:** Glendore Public School was invited to participate in Project Habitat's NAIDOC competition. Students were asked to design their own banner, based on what the 2017 NAIDOC theme meant to them. A Year 6 student from Glendore was the winner of the Years 5 and 6 category and had her artwork made into banners and displayed around Taronga Zoo and Taronga Western Plains Zoo. The winner and their family was also invited



to Taronga Zoo or Taronga Western Plains Zoo to see their banner displayed in grounds.

Our inaugural Creative Arts Showcase was held on Thursday, 30th November from 7:00–8:15pm. All parents and caregivers were invited to watch our wonderful Aboriginal, Junior and Senior Dance groups, Choir and Stage 1 Drama Group perform. Parents welcomed the opportunity to watch our talented performers for an evening performance. Over 95% of performers attended the concert with family support. Entry for the evening was a gold coin donation which went towards our school based Creative Arts resources.

In addition to these concerts, the elective Senior Dance Group represented the school at the annual Hunter Dance Festival. There was a great deal of positive feedback from parents and it was a wonderful opportunity for our dancers to view a variety of dance genres and interpretations. The elective Junior Dance Group performed for the school community each semester at school functions, exhibiting the talents and skills they had worked on throughout the year.

The Glendore Public School Choir involves students from Years 1 to 6. They regularly performed at school functions and performance afternoons each semester. The Choir performed at the school ANZAC Day service, NAIDOC celebrations, Grandparent's Day, local Nursing Homes as part of the 'Glendore Road Show', Presentation Day, the Digital Media Festival and the GPS Creative Arts Showcase. Student interest and participation has resulted in two choir groups being formed in 2018.

The Contemporary Dance Group comprised of Aboriginal and Torres Strait Islander students from K–6, who engaged in movement to express their culture. This group performed for the school NAIDOC celebrations, at local early childhood education centres and were a part of the 'Glendore Road Show'. The Contemporary Dance group was led by an Aboriginal staff member and an Aboriginal community member, David Newham. David utilised and taught authentic cultural dance elements including the use of rhythm and song, which assisted students with their connection to their culture.

The Stage One Drama Group was formed in 2017 and was enthusiastically received by all 20 participants. Year 1–2 students learnt a range of new dramatic and teamwork skills. The group confidently performed at a range of school functions, including school assemblies, the inaugural Creative Arts Showcase and at K–2 Presentation Day.

### **Book Week:**

Glendore Public School's annual Book Week celebration continued to be a success in 2017. Students and staff came dressed as their favourite book characters to celebrate the theme 'Escape to Everywhere'. Families and friends were invited to join in the festivities, which included a picnic lunch, activity rotations and a special assembly. Over 120 community members attended; participating in

class activities and attending the assembly.

To enhance student writing skills, Aleesah Darlinson, an award winning children's book author, presented writing workshops to all Stage Two and Three students. The workshops focused on Author's purpose, engaging the reader and developing student writing strategies and confidence. Students enjoyed working in small groups and having their writing samples refined by Aleesah.

### **Grandparents and Grandfriends Day:**

Over 340 Grandparents and Grandfriends gathered with all students from Kindergarten to Year 6 at Glendore Public School on Friday the 27th of October to celebrate Grandfriends' Day, recognising the important role that these special people play in the lives of our students. Students and guests were able to participate in the many stalls that were set up and managed by the Stage 3 Mathematics groups. Activities included guessing competitions, lucky dips, games and food stalls. Grandparents and Grandfriends enjoyed a cupcake with each other during recess. Guests then had the opportunity to attend a special assembly which involved performances by our dance groups and choir. Students left with a genuine sense of pride and accomplishment by having the opportunity to showcase their talents to these important people, both in their lives and the community. The mini-fete held as part of the day raised over \$1050 for the Year 6 Gift – 2017 to the school. This day was run by all Stage 3 students, who had to use their knowledge to design outdoor spaces that would provide safe areas for stalls to be placed. Timetabling of classes and financial planning were other key aspects of this project.

### **STEM and IT Education:**

In 2017, a wide range of progress was made towards STEM and IT development in the school. This included:

Introducing STEM into Stage 3 Middle School Groups programs. This allowed all students to authentically engage in a range of STEM activities linked to our curriculum and included students building their own wind and solar cars as well as programming LEGO EV3 robots,

Ozobots were used in Kindergarten (Early Stage 1) and Stage 3,

Stage 1 held a Technology day where students participated in a range of activities, including coding and robotics and stop-motion film-making,

Stage 2 participated in a STEM afternoon, where students engaged in a range of STEM-based activities that encouraged critical and creative thinking, collaboration and communication and utilised the Scratch coding tool,

Stage 3 staff attending professional learning at the Futures Education Centre resulting in the purchase of 10 LEGO EV3 robotic kits,



Scratch was used by classes across all stages as a coding tool and was explicitly linked to the curriculum,

Science and Technology lessons for middle school groups were designed to respond to the Science unit, *Desert Adaptations*. The Science component addressed animals and plants, while the STEM component addressed the role of people in harsh environments. A specific area studied was alternative transport choices. Students researched wind-powered vehicles and solar-powered vehicles. The winners of the wind-powered competition went on to compete in the Solar Car Challenge at Callaghan College Wallsend Campus, against students from other local primary schools,

Stage 2 and 3 coding and robotics groups were established. Students used a range of programs including online coding tools, scratch, ozobots and LEGO EV3 robotics.

Thirty (30) Stage 3 students participated in a STEM Challenge Day run by the University of Newcastle. The school placed 2nd,

Twelve (12) new iPads were purchased at the beginning of the year with another fifty (50) 128Gb iPads being purchased in Term 4. This enabled a larger pool (curriculum guarantee) of devices in each class/stage,

The school's Wi-Fi network was upgraded with an additional 18 Wireless Access Points, bringing a total of 32 WAPs across the school in the preparation for Futures-Focused Learning,

The school successfully completed two NAPLAN Online Trials for Years 3 and 5 students and the VALID Science and Technology online assessment for Year 6,

The school trialled lightweight Infinity One Windows 10 touch/pen-based netbooks as a possible device for the school's 2018 Futures-Focused STEM Lab,

Work commenced in late-2017 for the establishment of a new desktop computer laboratory in the library for whole class use. This included purchasing additional devices for students to use around the library or in learning groups.

#### **School Evaluation Team:**

Thank you to Glendore Public School's School Evaluation Team, whom have each played a key role in the evaluation of 2017 programs within the school:

Mr Khalil Khay, Principal (Rel.) K-6

Mrs Simone White, Deputy Principal K-6

Mr Evan Booth, Assistant Principal (Rel.) ES1

Miss Erin Lewis, Assistant Principal S1

Mrs Cara Budd, Assistant Principal (Rel.) S2

Miss Tara Fox Booth, Assistant Principal (Rel.) S2

Mr Rachean Boyce, Assistant Principal S3

Mrs Kathryn Probert, Administration Manager

Mrs Sheralee Fisher, P&C President (2017)

Mrs Justeen Gould, P&C President (2018)

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

Mr Khalil Khay, Principal (Rel.) 2017-2018.