

# Glenfield Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Glenfield Public School as an account of the school's operations and achievements throughout the year.

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

Trish Hagan

Principal

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### Message from the Principal

At Glenfield, every student, teacher and leader improves every year to support the academic growth and positive wellbeing for our students. Our strategic directions within the school plan clearly articulate the focus on these key people. They are drivers for school improvement and to this end, the school has continued to be held in high regard in terms of progress towards improving educational outcomes. This has been evidenced once again by our 2018 NAPLAN results and the improvement our students are continuing to make over time. In Year 3 our school outperformed the state average in all aspects of literacy and numeracy. Our school won the Casula Brainbusters for the second time, where our Stage 3 representatives competed against neighbouring schools in a day of academic challenges. In Term 4, it was requested the school participate in an appreciative enquiry in an attempt to explore the factors that contributed to the school's consistent outstanding student growth over the past seven years. A detailed account of student achievement can be found within this report.

Some of the other highlights from 2018 include the highly popular school events that involve parents and carers such as the Easter Hat Parade, Education Week, Harmony Day, the community ObstAcool fundraiser and our International Day celebrations where students immersed themselves in learning about a different country and culture and shared their knowledge with peers, their families and the community.

In May, the school launched the Positive Behaviour for Learning program which has resulted in an improvement in student wellbeing and engagement in learning. Whilst student enrolments have increased to form 17 classes, the number of concerning behaviours warranting social skills or suspension has dramatically reduced.

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

Trish Hagan

## Message from the students

This year we finally had the opportunity to experience the life of a school student leader and all the responsibilities that come with this role. Throughout the year we have been very honoured to represent our school and we have had many opportunities to develop leadership skills. Early in the year we were able to attend a student leadership conference in Sydney with other school leaders from across NSW.

We have conducted weekly assemblies where we have presented school reports to our fellow students. We guided the student representative council in making suggestions and decisions that would benefit our school. We also raised and lowered our flags each day and set up board games for students to play during lunch. One of our final responsibilities was to assist at Kindergarten Orientation where we spoke to parents about the school from a student's perspective. In representing Year 6, we would like to say how much we all have enjoyed our time at Glenfield and we will leave with many unforgettable memories.

We hope that Glenfield Public School will stay positive, strive to achieve and excel in every possible way.

Victoria Silva and Elizabeth Fediakov

2018 School Captains

## School background

### School vision statement

To inspire and empower resilient, self-motivated students, teachers and leaders to be collaborative, creative, critical thinkers who productively contribute to our global community.

### School context

Glenfield Public School was established in 1882 and is situated on Dharawal land in the Campbelltown City Council area. It serves a school community of 409 student enrolments from 43 different nationalities. 73.8% of students are from backgrounds other than English and 3.9% of students are Aboriginal. The school is over a hundred years old and many generations of families have attended the school over this time. The school is held in high regard within the community. Since 2010, student enrolments have increased with the continuing development of a new housing estate. The school has grown from 10 to 17 classes in seven years.

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

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

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

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

Trish Hagan (Principal)

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

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

An appreciative enquiry was undertaken by a team led by a Principal School Leadership officer (PSL) to attempt to determine how the school has managed to demonstrate the greatest consistent student growth in comparison to local schools over the past seven years. The findings were also reflected upon to advise the school's self assessment.

**In the domain of Learning**, the school was deemed to be sustaining and growing in Learning Culture, Wellbeing, Assessment and Reporting and Student Performance Measures. Within the school plan, the following elements were key focus areas for improvement and the overall progress is listed below.

- **Wellbeing.** A positive behaviour for learning program was tailor designed and implemented by staff with input from

students and parents. School rules and expectations were thoughtfully devised and articulated through specific lessons. Playground areas and activities included greater scope to accommodate a variety of interests. Reward systems were reviewed and expanded to acknowledge positive behaviours. Regular monitoring and review by a school student welfare team has been embedded.

- **Student performance and Learning Culture.** A greater focus was placed on engaging students through technology. The school introduced a successful coding club and Year 3 and 5 students were supported in undertaking NAPLAN on line testing. Students were empowered to set specific learning goals to know and act upon learning intentions, expectations and teacher feedback to progress them in literacy and numeracy at a faster rate. 3 way interviews were initiated to promote greater partnerships in education and develop a broader school learning culture.

**The Teaching domain** is closely linked to learning where teacher professional learning is targeted to support the greatest identified needs for students and teachers. Effective Classroom Practice and Learning and Development which were both previously considered to be delivering are now deemed to be sustaining and growing along with Data Skills and Use. However, Professional Standards remains at delivering. The school is further developing with focus on the following elements:

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

**In the pursuit of excellence in Leading,** Educational Leadership progressed from delivering to sustaining and growing. School Planning, Implementing and Reporting, School Resources and Management Practices and Processes are also considered to be sustaining and growing. Within the school plan, the following elements were key focus areas for developing exemplary leadership and improvements to systems and services.

- **Leadership, School Planning, Implementation and Reporting.** Capacity building has continued to be a focus in order to develop instructional leadership attributes and management practices that are exemplary and sustainable. Executive and aspiring leaders were guided through the process to develop a new school plan, reflective and responsive to effective data collection and analysis. They were also trained in using a school planning and reporting online platform (SPaRO) and empowered to lead teams in devising and implementing action plans and to monitor and record progress through "milestones".
- **School Resources.** The school community's fundraising efforts purchased more devices to increase the use of technology for learning and coding programs were introduced across the school to complement the school's focus on student engagement.
- **Management Practices and Processes.** Administrative staff began to be multiskilled to share tasks in order to ensure the smooth operation of the school. An electronic newsletter with improved features was introduced and sent via email to ensure better communication with parents. Staff were trained in its access and features to allow teachers to make contributions. The school's website was also upgraded. Families from non English speaking backgrounds now have access to information via translated texts.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

Engaged, Empowered and Progressive Learners

### Purpose

Provide optimum conditions for learning where stakeholders articulate high educational aspirations and work in partnership to ensure all students are supported in reaching their potential.

### Overall summary of progress

The school continued to focus on further improving student motivation and engagement, particularly for senior students. There was a commitment to purchase more class sets of devices as feedback from 2017 surveys indicated the need to enhance the use of technology. An afternoon Coding Club was introduced for interested students. This initiative was highly popular and not all students were able to be included in the first round. Interested and capable students from Round 1 were invited and empowered to assist in supporting their peers in following rounds and in classrooms. The 4/5/6 Enrichment class continued in 2018. Students from this class competed against other local schools, including those with OC classes, and won the Casula High School Brainbuster's Challenge. Six Year 6 students from a grade of 48, attained placement in selective high schools. Links for this class were made with Hurlstone Agricultural High School. Each Thursday afternoon, 2 Year 11 students visited and assisted students in undertaking academic challenges. Students also linked with the "Variety" charity organisation and Campbelltown City Council to design a \$1 million dollar upgrade to a local park. They will continue to be involved in this project in 2019.

A positive behaviour for learning program was introduced and the playground was divided into areas for specific play with a greater variety of games/entertainment to cater for students who prefer quiet activities. A friendship "Buddy" bench was introduced to support students who feel lonely. Teachers met regularly to look at and respond to collected welfare data.

Agile Sprints continued with each stage focusing on academic needs as identified by ongoing data collection and analysis. Whole school areas of focus included targeting improvement in student outcomes in writing and measurement, data, space and geometry. Individual learning goal folders were introduced where students, teacher and parents would negotiate student learning goals and engage in 3 way interviews.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement measures may include but not be limited to the following:  Evidence from school self evaluation regarding students well-being, shifts from "Sustaining and Growing" to "Excelling" by the end of 2020.  Continued growth in positive survey ratings relating to student engagement and utilising technology.  Students enrolled at the school for 2 consecutive years, demonstrate expected literacy and numeracy performance as evidenced through learning progressions and NAPLAN. One year's growth for one year's learning.  Average percentage of students in NAPLAN proficiency bands	\$128,129 was expended on these major initiatives to improve student wellbeing, engagement and learning:  \$15,000 purchased laptop devices  Outdoor and quiet games for playtime and improvements to school grounds  PBL signage and promotional activities.  \$20,667 supported refugee and detainee students with SLSO assistance, school resources, Notebooks and excursions.  An additional teacher 3 days/week to support EAL/D and students with learning difficulties.	From the students' Tell Them From Me survey, there was improvement in overall student wellbeing. Students rated positive behaviour for learning at an average of 91.2. This was higher than the state average of 83.  The school's self evaluation regarding students well-being, continues to be rated at "Sustaining and Growing".  Only two student suspensions were recorded for 2018 as opposed to 6 last year and 16 in 2016.  Plants, turf and signage enhanced school appearance and boosted morale.  The average percentage of Year 3 students in NAPLAN proficiency bands for literacy was 68% and for numeracy, 41.7%.  The average percentage of Year 5 students in NAPLAN proficiency bands for literacy was 35.9% and for numeracy, 21.2%.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>over 3 years for literacy and numeracy increases in Year 3 from 48% to 54% and in Year 5 from 34% to 40%.</p>	<p>An additional student learning support officer.</p> <p>A budget to support families in need with the purchase of uniforms, school resources, food and excursions</p>	<p>From the students' Tell Them From Me survey, there was improvement in overall student wellbeing. Students rated positive behaviour for learning at an average of 91.2. This was higher than the state average of 83.</p> <p>The school's self evaluation regarding students well-being, continues to be rated at "Sustaining and Growing".</p> <p>Only two student suspensions were recorded for 2018 as opposed to 6 last year and 16 in 2016.</p> <p>Plants, turf and signage enhanced school appearance and boosted morale.</p> <p>The average percentage of Year 3 students in NAPLAN proficiency bands for literacy was 68% and for numeracy, 41.7%.</p> <p>The average percentage of Year 5 students in NAPLAN proficiency bands for literacy was 35.9% and for numeracy, 21.2%.</p>

## Next Steps

- Further strategies will be developed to better engage parents as partners in education such as the introduction of SeeSaw and a video library on the website demonstrating ways in which parents investigate teaching strategies and how they can assist their children in learning at home.
- There will be greater opportunities for parents to attend "open classrooms" across the year.
- Parents with children diagnosed with autism will be offered access and support from the school and outside agencies.
- The use of technology will focus on providing immediate feedback to students via the use of apps such as "Plickers".
- To assist with early school transition, Kindergarten students will be linked with Stage 3 buddies.

## Strategic Direction 2

### Quality School Wide Teaching Practices

#### Purpose

Establish a school learning culture where teachers are reflective and responsive in delivering quality educational practices and hold high expectations of themselves and their students as progressive learners.

#### Overall summary of progress

At the start of the year, all teachers self evaluated their knowledge, skills and experience against the teaching standards framework. They then determined their professional development requirements in order to strengthen their teaching practice and deepen their experiences, with the aim of progressing further towards highly accomplished and lead levels. Authentic personal development plans were negotiated and developed. Although team leaders negotiated and supported these plans, individual teachers were ultimately responsible for working towards achieving their own professional learning goals. Professional learning was mapped out to strategically target individual requirements as well as school priorities.

Teachers with expertise mentored colleagues in more advanced ways to utilise technology in teaching and to better engage students in learning. STEM related professional learning with a focus on coding and robotics was undertaken. The school had access to a technology consultant, based at the school in Term 3, who provided professional learning and conducted demonstration lessons that showcased new and engaging technology.

Google classroom was introduced to all teachers who considered themselves to be inexperienced technology users. Stages 2 and 3 began collaborative programming using Google Drive.

Successful key literacy and numeracy programs that were introduced between 2010 and 2012 were refreshed. These included Focus on Reading K–6, Targeting Early Numeracy K–2 and Taking Off with Numeracy 3–6. New teachers to the school were inducted in Term One regarding the school's successful Jolly Phonics and Jolly Grammar programs.

The staff reviewed teaching pedagogy in relation to guiding the development of students' writing. Best practice was outlined and staff were committed to improving teaching practice. An instructional leader and teacher from a school with a similar improvement focus, shared their school's progress using the 7 Steps to Writing program. Staff decided to trial this program in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvement measures may include but not be limited to the following:</p> <p>An increase in positive responses from students in relation to skill level and challenge from 45 % (2017) to the state norm of 53% by the end of 2020 (TTFM survey).</p> <p>An increase in rating from 7.9 to the state norm of 8.2 where students indicate they are given clear instructions and immediate feedback to improve learning. (TTFM survey).</p> <p>Teachers provide evidence of growth against the focus areas of the professional standards for teachers and PDPs.</p>	<p>\$32,379 was expended to elevate an experienced and highly respected class teacher as an additional Assistant Principal and educational mentor.</p> <p>The Quality Teaching, Successful Students allocation of \$62,468 was used to support additional teacher release time to release stage teams and the support staff in mentoring time, lesson observations and team planning.</p> <p>\$23,889 was expended to provide additional teacher mentoring support and release for beginning teachers.</p>	<p>Tell Them From Me survey (TTFM) targets were exceeded. Results show an increase in positive student responses regarding skill level and challenge from 45% in 2017 to 54% in 2018. The state average was 53%. Positive responses also increased from 7.9 to 8.3 in relation to teachers providing clear instructions and feedback. This result was also slightly higher than the state average of 8.2.</p> <p>Pre/post data reflects movement towards higher levels of teacher proficiency. Term 4 surveys indicated improvement in teacher knowledge and practice and gradual movement towards highly accomplished and lead levels.</p> <p>5 early career teachers were successful in gaining accreditation at proficient level against the NSW teaching standards framework.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers are using learning progressions to map student progress.		<p>Tell Them From Me survey (TTFM) targets were exceeded. Results show an increase in positive student responses regarding skill level and challenge from 45% in 2017 to 54% in 2018. The state average was 53%. Positive responses also increased from 7.9 to 8.3 in relation to teachers providing clear instructions and feedback. This result was also slightly higher than the state average of 8.2.</p> <p>Pre/post data reflects movement towards higher levels of teacher proficiency. Term 4 surveys indicated improvement in teacher knowledge and practice and gradual movement towards highly accomplished and lead levels.</p> <p>5 early career teachers were successful in gaining accreditation at proficient level against the NSW teaching standards framework.</p>

## Next Steps

- To investigate and undertake teacher professional learning to improving student writing outcomes.
- Teachers will experiment in designing formative assessment tasks that extend beyond pen and paper tests and work samples.
- Kindergarten and support staff will be trained in the updated Best Start Assessment.
- All staff will receive professional development in assessing students against the new literacy and numeracy learning progressions and recording student progress.
- All staff will be introduced to and supported in programming using the updated science and technology syllabus and the new PD/H/PE syllabus.
- All staff will be trained in the 7 Steps to Writing program.

## Strategic Direction 3

Exemplary Leadership, Systems and Service

### Purpose

To build leadership capacity, strong channels of communication and service delivery to ensure school wide management practices are flexible, responsive and sustainable.

### Overall summary of progress

The school leadership team gained vital knowledge and experience in constructing a new school plan with long term strategic directions and short term processes and targets. A Principal School Leadership Officer was utilised to support the team in collating, analysing data and articulating the direction of the school for the next 3 years. The plan was negotiated with the staff and community in a lengthy process throughout Term One.

Assistant principals (AP) and an aspiring AP were trained in accessing and using new school based data and reporting platforms such as School Planning and Reporting Online (SPaRO) and "SCOUT". Each became a Process Leader for a Strategic Directions associated with either Learning or Teaching. They were guided in planning and monitoring budgets and termly actions called "milestones" that were shared with staff and the community at least once per term.

In building leadership capacity, every teacher undertook a school responsibility through a negotiated process to establish an equitable distribution of roles. Teachers outlined their individual strengths in terms of knowledge and skills that were utilised to mentor others in fulfilling school related roles or to improve teaching practice. Some teachers led whole school professional development exercises during staff meetings and school development day sessions.

In improving systems and services, administrative tasks began to be shared following training delivered by the school administration manager. An electronic newsletter was introduced and emailed directly to all parents and the school website was upgraded. Both initiatives have improved communication with families and the community. All information notes and permission slips are able to be accessed online with online payments an option for parents.

The principal and school administration manager were trained in utilising a new system that ensured a streamlined service in managing staff leave and engaging and paying casual and temporary replacement teachers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvement measures may include but not be limited to the following:</p> <p>100% of school leadership team members independently develop, monitor, amend and evaluate milestones within a strategic direction and construct elements of the annual report via SPaRO.</p>	<p>The equivalent cost for 2 days casual teacher (\$900) was expended to release members of the leadership team for training and attending to "milestones"</p>	<p>All members of the extended leadership team demonstrate the ability to plan, monitor and evaluate progress towards achieving the desired processes and practices outlined in the strategic directions</p> <p>Multiskilling and variety in role descriptions is creating sustainable leadership</p>
<p>All substantive assistant principals of more than 3 years experience complete at least 6 modules of the NSW Leadership and Management Credentials.</p>	<p>No school funds were required as teachers undertake this training in their own time</p>	<p>One assistant principal has successfully completed all the essential modules and has demonstrated the ability to lead the school as relieving principal for a substantial period in 2019</p>
<p>90% of parents/carers access information via electronic modes of communication.</p> <p>Increase in positive ratings and comments relating to school communication and service.</p>	<p>Subscription cost to the e-publisher electronic newsletter was \$350.</p> <p>Subscription to Class Cover was \$870..</p> <p>Casual relief cost to release</p>	<p>Parents and carers with email and internet facilities, all have access to school information via an electronic newsletter and the school's website. 87% of families are now accessing the new on line newsletter via email with 80% finding the new online access more engaging.</p> <p>At least 92% of parents found the teachers, office</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of parents/carers access information via electronic modes of communication.  Increase in positive ratings and comments relating to school communication and service.	a teacher for website upgrade training.	staff and principal approachable and helpful.  More efficient service is evident in engaging casual teachers through "Class Cover"  Successful transition to SAP to manage human resources

## Next Steps

- School leaders engage in professional learning to lead all staff in preparing evidence for the school's 2019 external validation.
- Encourage more aspiring leaders to undertake on-line training modules working towards leadership level through pathways such as Teaching Standards in Action or the Principal's Leadership Credential modules.
- School executive to be professionally developed in regards to the administration and management aspects of new human resources and financial planning tools.
- SeeSaw application utilised as another system to communicate student learning and progress with parents.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p><b>\$20,667</b> was expended to support refugees and new arrivals with school essential items and expenses as well as additional SLSO support and EAL/D teacher instruction to develop English language proficiency.</p>	<p>Progress of students along EAL/D progressions and assessment of overall wellbeing needs.</p>
<p><b>Aboriginal background loading</b></p>	<p><b>\$12,698</b></p> <p>\$12,133.00 was expected to employ a School Learning Support Officer (SLSO) for one day per week to assist Aboriginal students requiring learning and social support.</p> <p>The remaining funds covered costs for resources and student assistance.</p>	<p>The SLSO provided one on one learning support for prioritised students in class as well as playground support to manage emotional and social needs. Students who were targeted for guidance on the playground were more settled in returning to the classroom and their learning.</p> <p>All Aboriginal students were supported by strong individualised learning plans.</p> <p>In NAPLAN, 100% of Year 5 Aboriginal students attained Bands 3–5 in aspects of literacy and numeracy. In Year 3, 100% of Aboriginal students achieved Bands 4–5 in literacy and Band 3 in numeracy.</p>
<p><b>English language proficiency</b></p>	<p><b>\$32,959</b></p> <p>\$20,555.00 was expended to employ an additional EAL/D teacher.</p> <p>\$12,929.00 was used to purchase student laptops for easy access to online visuals for vocabulary development and comprehension. Some of these devices have the potential to load translating apps.</p>	<p>The use of funds in providing additional specialist teachers ensured the school was resourced with 2 full time EAL/D teachers.</p> <p>Support was provided to students with the most needs in terms of English language acquisition. The greatest level of support was used in the areas of vocabulary, comprehension and writing.</p> <p>NESB students showed improvement in moving through progressions and in NAPLAN, Year 3 NESB students were well above the state average in reading, numeracy, grammar and punctuation by up to 54 points. The growth of these students from Kindergarten Best Start has been deemed to be "excelling".</p> <p>For Year 5 students, 75% showed greater than or equal to expected growth from Year 3 in grammar and punctuation and 77% improvement in writing.</p>
<p><b>Low level adjustment for disability</b></p>	<p><b>\$48,289</b></p> <p>\$40,060 was allocated to employ an additional teacher for 2 days per week to support students with learning difficulties and/or monitoring and supporting their behaviour in the classroom or during social interaction.</p> <p>\$11,383 for additional SAO</p>	<p>Additional Learning and Support Teachers (LaST) provided greater time with prioritised students to teach and revisit vital literacy and numeracy skills and concepts.</p> <p>Last year these additional learning and support teachers were funded to undertake 5 hours of professional development to learn how to manage students with autism spectrum disorder who present with challenging behaviours. The strategies learnt assisted staff to support students in regulating and taking ownership of their behaviour. This</p>

<b>Low level adjustment for disability</b>	time. \$2,500 was used for 5 casual teacher days to support teachers writing IEPs and to complete the disabilities register.	also allowed for teachers to spend more time providing explicit instruction to the class rather than managing behaviour issues.
<b>Quality Teaching, Successful Students (QTSS)</b>	The use of QTSS time varied across the year and was responsive to staff needs. Additional teacher time was pooled to allow one on one mentoring in Term 1 to address individual teacher identified needs. In Terms 2 and 3, the time was used to release a stage team for an hour per fortnight to support stage collaborative programming. In Term 4 the same amount of time was used for consistency in assessing and reporting student progress.	Teachers were surveyed in relation to the QTSS time and between 83% and 100% rated this time as highly valuable. The most productive use of time was deemed to be for team planning and consistency in teacher judgement.
<b>Socio-economic background</b>	<p><b>\$35,733</b></p> <p>\$32,379 was expended to elevate a classroom teacher to an acting assistant principal. This additional executive was charged with the responsibility to lead a stage team and provide additional support to teachers and students with high needs.</p> <p>\$1,500 was used to provide financial support to needy families through a student assistance budget.</p> <p>A further \$1,854 purchased Infinity One Laptops for students with limited access to devices at home in preparation for NAPLAN on-line testing.</p>	<p>As a result, each stage had an assistant principal who was better able to support a significantly reduced number of students requiring wellbeing and behaviour intervention. A greater number of executive staff were able to provide immediate response to concerning issues and communicate more effectively with students and parents.</p> <p>Student assistance funds subsidised or funded costs for students such as uniforms, lunches, educational resources and excursions.</p>
<b>Support for beginning teachers</b>	<p><b>\$23,889</b></p> <p>This funding was expended to employ casual teachers for a whole day as requested by the beginning teacher. This allocation provided additional release and a reduction in responsibilities to support 6 beginning teachers in their first two years of full time teaching. It also allowed time for mentoring for those in their first year of entitlement.</p>	5 beginning teachers were supported across the year. Each were successful in gaining accreditation as a proficient teacher.

**Support for beginning teachers**

The remaining funds were used to supplement professional learning for these teachers.

5 beginning teachers were supported across the year. Each were successful in gaining accreditation as a proficient teacher.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	167	194	202	226
Girls	170	198	203	192

Student enrolments have grown steadily since 2014 with the development of the new housing estate. The school currently has 17 classes and is expected to continue to grow in 2019.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	93.8	91.7	90.4
1	91.5	93.1	92.2	91.9
2	92.9	94.4	92.4	94.3
3	93.9	93.5	92.3	91.7
4	93.5	93.4	91	93.2
5	93.2	92.2	90.9	91.8
6	93.8	90.8	90.3	88.9
All Years	93.1	93.1	91.6	91.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is regularly monitored and action taken by the school through letters, phone calls and meetings with parents of students whose attendance falls below 85%. On occasions, attendance improvement plans are developed in consultation with principal, parents and a Home School Liaison Officer.

A general drop in student attendance has been noted over the past 4 years with the highest absences

recorded in Kindergarten and Year 6. With a large percentage of families from backgrounds other than English, many absences are a result of overseas holidays to the home country to visit sick or aging relatives or to attend religious or cultural events. Attempts have been made to discourage holidays during school terms through newsletter items and conversations, particularly for absences that will extend beyond a month.

This year, a weekly 100% attendance award and canteen voucher raffle was introduced in an attempt to encourage regular attendance. However, minimal improvement was noted from 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.06
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
Teacher ESL	2
School Administration and Support Staff	3.07

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

All teachers at Glenfield Public School are either fully accredited or for early career teachers, in the process of becoming accredited with NESAS. 5 early career teachers successfully gained accreditation at proficient level in 2018.

All staff engaged in extensive professional learning to support their professional development plans, the school's strategic directions and mandatory requirements relating to child protection, CPR, anaphylaxis training, general emergency care and code of conduct. Professional learning was undertaken during school development days and weekly staff meetings. The Quality Teaching, Successful Students (QTSS) was utilised to implement mentoring programs, tailored to each individual teacher's needs. It was also used to co-plan units of work and assessment opportunities and to develop consistency in teacher judgement in relation to student achievement.

Many teachers attended external courses and network meetings outside the school and working hours. 100% of teachers undertook learning through on-line learning modules. Some training involved the introduction of a new employee services platform. A positive behaviour for learning program was introduced to the school in 2017 and continued this year where staff co developed PBL lessons to specifically support the students at Glenfield through a peer support program.

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	212,904
<b>Revenue</b>	3,720,060
Appropriation	3,557,480
Sale of Goods and Services	9,870
Grants and Contributions	150,731
Gain and Loss	0
Other Revenue	0
Investment Income	1,979
<b>Expenses</b>	-3,513,652
Recurrent Expenses	-3,513,652
Employee Related	-3,211,696
Operating Expenses	-301,956
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	206,408
<b>Balance Carried Forward</b>	419,312

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.



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

The school had committed savings over the past year to construct a large garage on site in order to refurbish the GA's room and create another learning space for the ever-growing school. Another minor capital program was to establish an outdoor tiered stage area and to concrete a safer pathway from the street to the OOSH.

Stage teams were allocated budgets to purchase resources as required. These budgets were managed by the stage team leaders. More technology was also purchased for the school to upgrade interactive whiteboards and to purchase more computer devices for students.

The school engaged in a community recycling program with a local business where bottles and cans were exchanged for cash. This income will fund planned sustainability projects such as vegetable gardens and egg laying chickens.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,703,355
Base Per Capita	78,315
Base Location	0
Other Base	2,625,040
<b>Equity Total</b>	439,859
Equity Aboriginal	10,499
Equity Socio economic	35,773
Equity Language	241,185
Equity Disability	152,402
<b>Targeted Total</b>	48,865
<b>Other Total</b>	118,210
<b>Grand Total</b>	3,310,288

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

### 2018 Gifted and Talented Student Performance

24% of Year 4 students who applied for OC placement were successful and 40% of Year 6 applicants gained a placement in a selective High School for 2019.

Once again our students performed extremely well ICAS competitions where the school demonstrated the greatest achievement in comparison to other years. Overall, students from our school were awarded 9 high distinctions, 33 distinctions and 64 credits. The highest performing aspects were in mathematics, English and spelling. Yu Lin Deng receives special recognition for being only one of 12 Year 4 students across Australia to receive a medal for the highest score in Science.

### Student Growth from Kindergarten Best Start until Year 7 NAPLAN

Our results in student academic growth is outstanding. The school has been identified as being the only school within our network of schools to have shown consistency in literacy and numeracy improvement over the past seven years. The expected growth for our students between Kindergarten and Year 3 and from Year 3 to Year 5 is well above the state average. At the request of departmental officers, an inquiry took place at the end of Term 4 to identify the key programs, teaching and leadership practices that may be contributing to these impressive results. A full report of the findings from this review will be published and available to the school and the wider school community.

### Sport

A large number of Year 3 to 6 students participated in the Fields Zone PSSA Gala Day competitions. Students represented their school with pride in basketball, tee-ball, AFL, soccer, netball, newcombeball and cricket. Both junior and senior newcombeball teams and the junior cricket team won their respective divisions. 6 students were selected to represent the Fields at the Sydney South West Carnivals in football, basketball, cricket and rugby league. The swimming carnival was successful with 15 students representing Glenfield at zone level. 2 students went on to compete in the Sydney South West Carnival. In athletics, 40 students represented Glenfield at zone level with 3 students progressing to the Sydney South West Carnival.

### Performing Arts Programs

This year our school provided a number of opportunities for our students to showcase their talents in the performing aspect of creative arts. 22 students participated in the Music Bus program. 18 students are learning to play the keyboard and 4 students are

group and choir regularly entertained our school community at special occasion assemblies. Our talent show included 40 students who displayed talents in singing, dancing, playing instruments and performance and entertainments skills. Our end of year Carols evening was a huge success in uniting our school community in celebration and good cheer.

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Year 3 Literacy

Once again our results were excellent with students making outstanding progress from Kindergarten Best Start Assessment to Year 3 NAPLAN. The school was above the state average in all tests. In reading, 18% of students were placed in the top proficiency bands with only 2% of students below national minimum standard. There was little difference between boys and girls where both groups had over 80% in the top 3 bands. Students performed better than the state in many areas of comprehension. They obtained information directly from the texts including tables and graphs, they correctly sequenced events, identified the main idea as well as cause and effect relationships. Aspects where students did not perform as well as the state included identifying the meaning of some vocabulary and interpreting a character's opinion.

Spelling continues to be the strongest aspect of performance for our students with over 94% placed in the top 3 bands and only 2% in the bottom band. There was consistency in spelling words with vowel blends such as "ou", "ea" and words ending in "tch", "dge" and "ied". The next stage for spelling will focus on advanced spelling knowledge such as identifying errors in 3 syllable words.

In writing, no student fell into the bottom band. Almost 25% of students were deemed to be proficient in writing. 53% of students identified their audience and adjusted writing accordingly. 58% demonstrated they were beginning to structure texts in stages using paragraphs. Sentences followed a cohesive pattern by

combining clauses using a variety of conjunctions. There was no difference between boys and girls with over 79% in the top three bands.

In grammar and punctuation, 64% of students were in the proficiency bands. Particular strength was noted in identifying the correct pronoun and prepositions within the context of a sentence. Students also demonstrated a sound understanding of subject/verb agreement. Girls performed slightly better than boys. An area of focus for next year will be consistency in using tense and using quotation marks for direct speech.

### Year 5 Literacy

In reading, there was inconsistency in regards to achievement which caused the school to underperform compared to the state average. However, 25% of students managed to attain proficiency level and 60% of students gained above expected growth from Year 3 NAPLAN. 4% of students did not meet minimum national standard. Boys performed better than girls with 58% achieving the top 3 bands. Students demonstrated greater comprehension with texts that entertained rather than informative texts. Students showed strength in interpreting the emotions of characters and the key ideas in narratives. They were also able to infer a reason for a character's actions. Future focus areas will be based around identifying the effect of a phrase and contrasting information in a persuasive text. Students will also evaluate information acquired from a report.

In spelling, the school performed well with 533 points as compared to the state average of 503. 62% of students demonstrated at or above expected growth. Boys performed significantly better than girls with a difference of 23 points. Overall, students correctly spelt words containing silent letters and words that ended in "ed", "est" and "alt".

In grammar and punctuation, the school was once again ahead of the state with 71% achieving at or above expected growth. 45% of students were placed in proficiency bands. Students performed well in questions relating to tense and suffixes. They were also skilled in identifying the correct contraction that grammatically matched a sentence.

Pleasing results were also obtained in writing where the school performed better than the state average. The school showed growth from 2017 as compared to the state and similar schools who showed a decline in overall achievement. 79% of students demonstrated cohesive links in their text where clauses were combined with appropriate conjunctions. 19% of students were placed in the top 2 bands whilst only 2% did not meet the national benchmark standard.

## Year 3 Numeracy

Almost half of the grade attained proficiency level, meaning they scored in the top 2 bands. No student performed below national minimum standard. On average 73% of students were positioned in the top 3 bands and there was little difference between the performance of boys and girls. Students demonstrated strength in drawing connections between addition and subtraction to complete a number sentence and to solve related problems, particularly those involving money. They were also able to correctly interpret information from a table and identify the probability of an event occurring. The school will next year focus on directional language when following a map and ordering 3 digit numbers.

## Year 5 Numeracy

Year 5 students did not perform as well as the state in aspects of numeracy. 22% of students gained proficiency status. Only 63% of girls gained a result in the top 3 bands as opposed to 93% of boys. Stage 3 teachers will continue to form maths groups with additional learning support time allocated to best support students in acquiring essential skills that have been identified as a need. These include many areas relating to measurement such as interpreting scale to compare modelled and real lengths, telling time to the minute, using a ruler and solving multistep problems.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The premier set a state wide target in 2014 to increase the number of students in the top 2 NAPLAN bands by 8% in 2019 for literacy and numeracy. At this school, for Year 3, this target is to reach 49.68% in overall literacy and 34.6% in numeracy. In 2018, the school attained 45.5% in literacy and 42% in numeracy. For Year 5 the premier's target is to reach 43.2% in overall literacy and 39.9% in numeracy. In 2018, the school attained 36% in literacy and 22% in numeracy.

## Parent/caregiver, student, teacher satisfaction

Parents were surveyed in Term 3 to assist our whole school evaluation and to inform our future planning. 157 responses were analysed in regards to school communication and parental involvement and satisfaction. The most significant findings were shared with the P & C and are outlined in this report.

98% of parents found the student report to contain all the information they were seeking and 94% felt the move to include students in a 3 way conference regarding their achievement was a positive change. 92% of parents attended these formal meetings.

87% of families are now accessing the new on line newsletter via email with 80% finding the new online access more engaging. At least 92% of parents found the teachers, office staff and principal approachable and helpful.

Parents felt there were ample opportunities to attend school events. However, some indicated it was difficult for working parents and requested more events outside school hours. Apart from 3 –way conferences, the most school events valued and attended were Principal Awards Assemblies, the Easter Hat Parade, Education Week, school concerts and the PBL launch Day. Over 120 parents attended the end of year Carol's night in December.

Some positive comments were:

"The teachers are very helpful and encourage the students to go forward."

The school is great for keeping parents in the loop and engaging us in all ways possible for our children's growth and development."

The following suggestions were made by parents as to what the school could do better. The following have been discussed with the staff and will be included in the 2019 school plan update.

- Parents to be informed of the key curriculum elements for the year and their child's targets
- More opportunities for updates regarding student academic performance throughout the year
- Introduction of SeeSaw
- Workshops for parents to teach them how to best support their child in learning

## Policy requirements

### Aboriginal education

Currently the school supports 12 students from Aboriginal background. Using equity funds, a student learning support officer is employed as an additional human resource to assist students in their learning. The school supports these students through individualised learning pathways. Teachers develop personal

educational plans that set goals in relation to each student's learning needs and interests. Parents are encouraged to contribute to these plans each semester. School student attendance and academic performance is closely monitored. In relation to external academic achievement, in NAPLAN testing, 100% of Year 3 students attained either Band 4 or 5 across all aspects of literacy and 100% attained Band 3 in numeracy.

In Year 5, 100% of Aboriginal students achieved Band 4 or 5 across both literacy and numeracy. Aboriginal perspectives are integrated throughout all key learning areas as the school promotes Aboriginal culture and history. Aboriginal students take great pride in delivering the Acknowledgement of Country at all assemblies. This year, an Aboriginal parent group was initiated to plan new and engaging ways for students to connect and celebrate their cultural heritage.

### **Multicultural and anti-racism education**

Glenfield is a highly multicultural school. 83% of students are from non-English speaking backgrounds, encompassing approximately 40 different languages. This year there was an increase in teaching staff for English as an additional language and/or dialect (EAL/D). The school also used some equity funding to employ a teacher for another day per week across the year. Although the school has an anti racism officer on staff, there were no significant reports of racism. The school prides itself on a strong school culture of acceptance and cohesiveness.

We celebrated the varied cultural backgrounds that exist in our school on Harmony Day, where children wore orange clothes and learnt how "everyone belongs." International Day saw the culmination of a term's work as students wore national dress, performed cultural items for the community, visited "other countries" in the school and, with their families, indulged in a communal feast.